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ABSTRACT

This monograph examines the issue of task analysis as used in workplace literacy programs, debating the need for it and how to perform it in a rapidly changing environment. Based on experiences of community colleges in Texas, the report analyzes ways that task analysis can be done and how to implement work force education programs more quickly. The first section of the report examines the efficacy of extensive task analysis; the second section proposes an alternative based on experience: creating a dynamic curriculum that is a circular process of determining and meeting needs. The third section explains how to estimate the cost of doing task analysis and creating and implementing workplace curriculum. In the fourth section, marketing and gaining company support are examined. This section is followed by a discussion of indicators of program quality and transfer of training in the following two sections. Sections seven and eight are case studies of training projects conducted by North Lake College and Grayson College in Texas. A resource list includes the following: 17 references on communications, 5 references on mathematics, 4 references on safety and English as a second language, 5 references on problem solving, and 1 each on customer service, blueprint reading, and curriculum development. Additional resources include a list of 14 organizations and 9 publications. Appendixes include information on the lesson development process and a lesson sample; sample program marketing materials; and management materials from North Lake College and Grayson College. (KC)

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Analyzing Workforce Education

Monograph

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❑ Analyzing Workforce Education

Preface

In January 1995, the Texas Community and Technical College Workforce Education Consortium sponsored an intensive Workforce Education Analysis Academy in El Paso, Texas. Thirteen Texas community and technical colleges were represented:

Austin Community College
El Paso Community College
Grayson County College
Houston Community College
Howard College
Kilgore College
McLennan Community College
North Central Texas College
North Harris College - NHMCCD
North Lake College - DCCCD
Richland College - DCCCD
Odessa College
Texas State Technical College Sweetwater

The participants studied current issues in workforce education to expand their knowledge and enhance their programs serving business and industry in Texas. The academy provided a forum for college professionals to analyze their current experience in workforce education as a means of facilitating program refinement. Topics addressed, based on a prior survey of participants major concerns, were: marketing and company buy-in; needs and task analysis; issues in curriculum development, revising Indicators of Program Quality for use in designing, implementing and evaluating workforce programs; and transfer of training.

This report details strategies for program improvement, as defined by academy participants, for the topics mentioned above.

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❑ Analyzing Workforce Education

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❑ How do we know what they need?

Debating the efficacy of extensive task analysis.

Task Analysis. A few years ago the term was new to most of us. As we learned more about creating functional context curricula in workplace settings, the process became the order of the day. Yet, now, as federal funding for workplace education dwindles, and industry transforms at a rapid pace, educators often find that the words "task analysis" cause a quandary. We think we should do it, but tight resources and rigid timelines frequently make it difficult to carry out meticulous audits prior to course development. Participants at the Workforce Education Analysis Academy sponsored by the Texas Community & Technical College Workforce Education Consortium all agreed that extensive task analysis is necessary for some workforce education efforts, but that it is unrealistic for others. In fact, participants actually sighed in relief when facilitators broached the issue. It seemed that "task analysis guilt" had plagued the group. The message from leaders was clear, if you're going to create authentic functional context curricula, extensive task analysis is a necessary precursor.

When the Consortium published its handbook in 1991, staff presented a detailed compendium of needs and task analysis techniques developed to leave no stone unturned when initiating new educational programs in partnership with business and industry. Time commitment estimates for needs assessments that included these task analyses averaged 12 hours for every course hour to be offered. Task analysis usually included employee interviews, detailed observations of job tasks, and exhaustive surveys of printed text used on the job. These activities, when correlated to a matrix of literacy and basic skills, are sometimes called a "literacy audit," or a "literacy task analysis," designed to deliver a detailed picture of exactly what underlying basic language and math skills workers needed to perform their jobs. At that time, many programs nationwide enjoyed prosperity from large federal grants. These resources made it possible to conduct extensive needs assessment that included these meticulous task analysis processes.

Other community and technical colleges not blessed with federal dollars were continuing with business as usual - channeling requests for workforce literacy, basic skills, and ESL classes to contract training departments. There, coordinators often "determined" needs during one or two short meetings with management. Frequently, company representatives simply told educators, "My employees need to get the GED," or "These people need to learn English." Task analysis was rare. Coordinators selected pre-packaged curricula, hired instructors from rollodex listings, and scheduled classes. Success, of course, varied greatly. If the class failed, the business often simply declined to renew the contract to continue the educational effort.

This year, Congress will likely slash federal funded workplace education. Simultaneously, more and more businesses request literacy, basic skills and ESL instruction for their employees. College contract training departments now recognize the value of more comprehensive needs assessment, including task analysis/literacy audit activities, and resulting functional context curricula. Therefore, coordinators ask businesses to pay for these costs, which can be quite extensive. Businesses may be unwilling or unable to shoulder the burden. Workforce educators from around Texas express this quandary: they feel compelled to do extensive task analysis as a precursor to course development, but often haven't the means to do so. As a result, some come to question the legitimacy of their products.

During a recent teleconference sponsored by the National Center for Adult Literacy, Larry Mikulecky suggested that educational entities offer a free job task analysis as a marketing tool. While this may be an intriguing concept, community college staff seldom have the luxury of offering a bulk of their time on speculation. Texas State Technical College was able to provide an area manufacturer with a free needs analysis under the assumption that the data would lead to a large Smart Jobs grant. It did. However, these opportunities may be the exception rather than the rule. In any event, TSTC staff has developed a comprehensive needs analysis system that includes a menu of tools to quickly and effectively gauge industry need.

The task analysis quandary may be misguided. Sheryl Greenwood Gowen, in her book "The Politics of Workplace Literacy," (1992, Teacher's College Press, New York) questions the outcomes of extensive task analysis efforts:

"The literacy audit, the centerpiece of much functional context curriculum, is a process whereby observation, interviews, and the collections of written materials are used to

determine the literacy skills supposedly "embedded" in specific job tasks. This audit assumes that employees and supervisors explicitly know and can explain in step-by-step sequence what skills are needed to perform a job well. It further assumes that the auditor will be able to recognize and describe literate behaviors in the same ways employees and supervisors do and then construct ways to measure these behaviors. These two assumptions conflict with current research (Cook-Gumpez, 1986; Heath, 1983; Lave, 1988; Scribner & Sachs, 1990; Sachs, 1991), which suggests that knowledge about process is often more tacit than explicit, that it does not necessarily transfer from one task to another or one context to another, that it is socially and culturally constructed, and that it is not always conceived of in linear, sequential detail."

While most acknowledge the importance of authentic needs analysis, workforce educators began questioning the cost-effectiveness of conducting elaborate, expensive, labor-intensive task analysis as a pre-cursor to curricula development. These questions became even more relevant in relation to SCANS and the move toward team production and continuous improvement. Jobs change so rapidly, and employees shift so regularly, educators find themselves asking, "Is it really worth the effort?" while businessmen query, "What am I getting for my investment?" A year of exhaustive work could be invested in task analysis and comprehensive functional context curricula, only to have the product become obsolete within another year. Industry representatives recently criticized educators in Texas for their inability to react quickly and provide services in a timely fashion. Over-reliance on doing extensive job task analysis as a precursor for instruction exacerbates this problem. And, although developers claimed that the products had relevance in similar business/industries, transference rarely occurred.

Clearly, early task analysis models have roots in specific job task training. (Indeed, it was first by the military in the 60s to pinpoint specific training needs for skills-poor recruits.) In these cases, the desired result was narrowly defined, top-down rote learning to master specific tasks. (For instance, teaching a garment worker to sew on a watch pocket, or teaching a maid to ask guests how many towels they need.) The lessons often addressed only skills that the employee needed right now - ignoring skills the employee likely would need in a few months or years. Current research regarding changing workplaces and skills defined in SCANS is antithetical to this practice - warning against rote learning of rigidly defined tasks in favor of critical thinking and problem-solving. (For instance, facilitating a garment worker's analysis of current work processes and development of ideas for improvement, or facilitating development of a maid's communication strategies for dealing with a guest who is angry for a variety of reasons.)

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In addition, economists and human resource professionals describe an increasingly mobile labor force and predict that most workers will stay in one job an average of three years. They site flexibility, and the ability to adapt and learn new concepts as primary. Job "resiliency" will replace job "security." This prediction leads us to question the whole notion of functional context based on discrete job tasks and the skills underlying them. Too often, this process feeds traditional top-down modes of education that focuses on a narrow range of skills defined for specific job categories. We have to ask ourselves, "How beneficial will this be for a workforce on the move?"

Indeed, in "Basic Skills for the Workplace," (1991, Culture Concepts, Toronto) Paul Jurmo suggests that educational programs may not even be the best option for some companies. "The solution to many supposed employee basic skills problems might in fact be a restructuring of particular jobs to enable workers to perform more efficiently and safely with the skills they already have." In a recent report entitled "What Makes Workers Learn," (1993, NCAL, Philadelphia) Donald Hirsch stresses "There is a need to pay more attention to the tools people may need to learn more effectively within their organizational settings."

Total Quality Management trainer Joe Ramirez in 1994 told Consortium members that where a business is going may be more important in terms of training than where it is now. He advocated a broad-based needs analysis comparing current job requirements with anticipated job requirements, instead of specific task descriptions.

Student-centered or participatory education approaches may meet the needs of the rapidly changing industry environment, the portable workforce, and the tight purse strings of the community colleges. These open-ended instructional strategies that focus on commonalities and developing over-arching critical skills don't depend on tight task descriptions. Gowan (1991) sees whole language approaches as key in workplace education. "The functional context approach, especially its emphasis on literacy audits and job tasks, fits nicely with industrial models and assembly line techniques. Whole language fits with a mode of production that emphasizes redistributions of power in the decision-making process through flattened hierarchies, work team, and participatory management." Obviously, though, whole-language activities can be developed around work situations and authentic contexts.

Participatory education in the workplace may indeed involve task analysis - but at a different level and without voluminous up-front labor, time commitment and costs. Instead of rigidly defined, pre-determined content based on pre-done task analysis, student/workers actually spend class time identifying issues, problem areas, literacy and communication needs. The

curricula provides a framework for development of skills. Instructor training becomes paramount - instructors MUST know where to go next. Administrators must provide them with the staff development they need to take student-expressed needs and facilitate meaningful learning activities that will not only meet immediate needs of the student, but will help students develop the critical thinking and flexibility to respond to upcoming job transformations. - **Kay Taggart**

❑ Just In Time:

Creating Dynamic Curriculum

When I was recruited to develop curriculum for our National Workplace Literacy Project, the clock was ticking. The program was in its final year, and unexpected staff turnover and plant re-engineering meant that the final phase was behind schedule. My job was to complete a 144-hour Workplace Communication curriculum in record time. A previous attempt had floundered and demoralized the development team - major reorganization at the partner company had kept the pilot class in turmoil.

The program had been in existence for four years when I came on board. Extensive needs and task analysis had been completed earlier. Pages and pages of details documented every move made daily by each job category. While this information had been valuable during the creation of the first curriculum (Workplace English) to come out of the project, I could see little value for my objectives. The company was in the midst of moving from assembly line to team production. Workers were engaged in extensive cross-training. Plant management had requested a communications course that would help workers communicate better, and ultimately help them participate as dynamic team members.

I was faced with a dilemma. The existing task analysis data told me little about team communication needs. Of course, I could have spent the next several months observing teams in action, interviewing team leaders and team members, holding management focus groups, etc. But we were running out of time. I had to find a way to get curriculum on paper and classes going as soon as possible.

First, I spent a little time educating myself about team management. To my surprise, this "new" technique mirrored many of the processes I had tried to implement on my own for years. Since I had little confidence in ordering others around, I had always drawn the staff together to plan, organize, set policy, etc. To broaden my base, however, and to related team processes to the manufacturing industry, I attended some seminars, met with a TQM consultant, and read a wide variety of material.

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But time was wasting. In our development team (curriculum coordinator, partnership coordinator, technical coordinator) at the college, we collaborated and decided to develop this curriculum based on a continuous improvement model we had become familiar with as a part of research on teams and TQM. (See Appendix A.) Instead of developing the curriculum up front, we would use a circular process, involving students, facilitators and technical assistants in suggesting lesson themes, piloting lessons, and providing feedback for revision.

Of course, we had to begin somewhere. Our development team came up with two initial lesson themes, which we felt were universal enough to address the needs of team members anywhere. The themes were "Communication Stoppers," (See Appendix A.) and "Nonverbal Communication." The lessons were simple, not revolutionary. The first was designed to help students develop verbal strategies to respond effectively when someone else put down an idea. The second was designed to help students interpret and use nonverbal communication.

The unique aspect of these lessons had more to do with methodology. In previous curricula in this program, pre-produced videotapes had accompanied most lessons. Due to time constraints and the desire to try something new, the development team decided to use video differently. Instead of showing students video, we would have students star in the video. What better way to develop oral communication skills than to practice on video, and then critique your own performance? This methodology necessitated a technical assistant in the classroom - at least until the instructor and students became comfortable enough with the video camera to take over. The technical assistants ultimately provided a great deal of insight to the curriculum development process. Their perspective on the process often showed us things we had not before considered.

Indeed, the technical crew suggested a change in the lesson model prior to the first pilot class. I had begun with our standard set of inquiry questions to get students thinking critically around the theme. "The workers are pooped," they reasoned. "Let's get them active right away." They developed an incredibly simple script in which two workers effectively silenced a third who had excitedly expressed an idea. At the beginning of the class, the instructor pulled up three students, briefed them, and went through the script with them. The students then role-played in front of the camera and their classmates. Inquiry discussion followed. The tactic worked, and tired, distracted workers were immediately engaged. We followed this pattern for the rest of the session. (Although we didn't use a script each time; sometimes another form of interaction served the purpose.)

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In order to ensure formative feedback, we paid the Communications instructors for two extra hours of work each week. The development team met with the instructors each week. We discussed, in detail, what happened in the previous classes. The instructors candidly explained what parts had been productive and what parts had bombed. I took meticulous notes. The instructors also wrote down and passed along notes. I used this feedback to revise the lessons.

Here's the best part. Along the way, an authentic needs/task analysis happened. We had planned to ask students specifically what additional themes they needed to be addressed in class - communication themes relating to team work. It turns out we didn't have to ask. Beginning in the first class period, students offered up themes galore. Using comments like "You know what else we have problems with?" and "That reminds me of what happened last week." Students delivered music to our ears. They described difficult team interactions in detail and emptied their communication frustrations at our feet. All the instructors had to do was pay attention, take notes, and pass them along to me. I turned the students' comments into lessons and handed them back to the instructors.

At first, I was a little concerned about also meeting the needs of plant management. But that concern didn't last long. The classes had not been operating for a month when management began coming in off the floor and telling instructors, "What are you doing in here? I'm seeing people communicate who never spoke up before. And they're doing it in English!"

We finished our grant project with a complete, revised, authentic curriculum that addressed student needs directly. In addition, we had pilot data and were not faced with the drudge work of after-the-fact massive revision. And, we had done it all without extensive, up-front task analysis. Of course, we went into the project with a good basic understanding of the workers, processes and challenges facing them.

We came to value the diverse wealth of knowledge brought to class by our students. Ultimately, they knew what they needed. We gave them the space and support to tell us, and provided "just in time" service by creating lessons that immediately addressed these needs. - **Kay Taggart.**

❑ Realistic Estimates:

The Cost of Doing Business

With the reality of dwindling public money available to provide workforce education, more colleges across Texas are faced with the need to look at requests for services in a more business-minded fashion. Program development and implementation costs money. In the Consortium's previous handbook, published in 1991, editors cited formulas for computing the costs of developing and implementing training. Participants at the Workforce Education Analysis Academy each defined their costs in different ways, based on a whole host of variables. Some colleges had coordination staffs supported by institutional dollars; others had to cover all costs through billing. Each college had different methods for determining needs and creating curriculum. Some cut curriculum contracts and others used hourly-paid staff. Instructor salaries ranged widely as well.

Clearly, earlier "formulas" for determining costs were irrelevant for many colleges. Academy participants felt that previously cited time estimates were not realistic. The '91 handbook, for instance, quoted 12 hours needs assessment coupled with 60 hours of development time for one hour of classroom instructional design. If college personnel regularly used this formula for costing out programs, many businesses would be unable to afford the products.

Academy participants did cite a need for a template that would help them figure costs. The following template is open so education professionals can insert their own, realistic estimates for product and service delivery. Of course, each category won't be completed for each job, and some categories may be donated in-kind by the educational institution involved. Even when some costs are absorbed internally, it is important for educators to recognize the true value of all personnel time. When we begin to track and report these figures, we will begin to think more like business and industry, and we will have the ability to express a more realistic picture of our value in the community. An additional template is included to help track in-kind donations by the company. These figures can be useful for reporting purposes, and for business and industry representatives to use as they blow their own horn for the contributions they are making to education of their workforce.

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Task	Staff Member	Hrly Rate		Hrs Spent		Total
Prelim Meetings						
			X		=	
			X		=	
Needs Analysis						
• Tool Selection			X		=	
• Coordination			X		=	
			X		=	
			X		=	
• Implementation			X		=	
			X		=	
			X		=	
			X		=	
			X		=	
• Interpretation & Recommendations			X		=	
			X		=	
Proposal Development						
• Internal Meeting			X		=	
			X		=	
			X		=	
• Writing			X		=	
			X		=	
• Meeting w/Company			X		=	
			X		=	
			X		=	
Page #1 Total						

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Task	Staff Member	Hrly Rate		Hrs Spent		Total
Evaluation Plan						
• Meet w/Company			X		=	
			X		=	
			X		=	
			X		=	
• Develop Instruments			X		=	
			X		=	
			X		=	
			X		=	
• Meet w/Company			X		=	
			X		=	
			X		=	
• Revise Instruments			X		=	
			X		=	
• Implement Evaluation			X		=	
			X		=	
• Aggregate Data			X		=	
			X		=	
• Write Report			X		=	
			X		=	
• Meet w/Company			X		=	
			X		=	
			X		=	
Page #2 Total						

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Task	Staff Member	Hrly Rate		Hrs Spent		Total
Course Development						
• Theme Selection			X		=	
• Method Selection			X		=	
• Model Selection			X		=	
• Write Units			X		=	
			X		=	
			X		=	
• Write Support Mat'ls			X		=	
			X		=	
• Create Assessments			X		=	
			X		=	
• Internal Meetings			X		=	
			X		=	
			X		=	
• Meetings w/Company			X		=	
			X		=	
• Revision/Refinement			X		=	
			X		=	
• Editing/Proofing			X		=	
Recruiting						
• Develop Information & Recruitment Mat'ls			X		=	
• Disseminate Mat'ls			X		=	
• Create Roster			X		=	
Page #3 Total						

Task	Staff Member	Hrly Rate		Hrs Spent		Total
Student Assessment						
• Select Tools			X		=	
• Schedule			X		=	
• Implement			X		=	
			X		=	
			X		=	
			X		=	
• Score			X		=	
			X		=	
• Schedule one-to-one advisement for students			X		=	
			X		=	
• Implement Advising			X		=	
			X		=	
			X		=	
• Aggregate Scores			X		=	
			X		=	
			X		=	
• Share Report w/Co.			X		=	
			X		=	
Plan Classes						
• Meet w/ Company			X		=	
			X		=	
			X		=	
• Create Calendar			X		=	
Page #4 Total						

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Task	Staff Member	Hrly Rate		Hrs Spent		Total
Hire & Train Instructional Staff						
• Advertise Positions			X		=	
• Take Applications			X		=	
• Schedule Interviews			X		=	
• Conduct Interviews			X		=	
			X		=	
			X		=	
			X		=	
• Select Hires			X		=	
			X		=	
			X		=	
			X		=	
• Notify Applicants			X		=	
• Schedule Training			X		=	
• Select Methods			X		=	
• Plan Training			X		=	
			X		=	
• Implement Training			X		=	
			X		=	
			X		=	
• Schedule Plant Visits			X		=	
• Implement Visits			X		=	
• Implement Supplemental Training			X		=	
Page #5 Total						

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Task	Staff Member	Hrly Rate		Hrs Spent		Total
Implement Classes						
• Provide Instruction			X		=	
			X		=	
			X		=	
• Provide Tutoring			X		=	
			X		=	
			X		=	
• Provide CAI			X		=	
			X		=	
			X		=	
• Provide formative feedback for Instructors			X		=	
			X		=	
			X		=	
• Maintain communication w/Co.			X		=	
			X		=	
			X		=	
• Final Assessment			X		=	
			X		=	
• Aggregate Data			X		=	
• Report Writing			X		=	
• Schedule Recognition			X		=	
• Publicize Recognition			X		=	
• Recognize Students			X		=	
Page #6 Total						

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Materials/Services Description	Cost		Quan.		Total
Commercial Instructional Materials					
		X		=	
		X		=	
		X		=	
		X		=	
Recruitment Materials Printing					
		X		=	
		X		=	
Lesson Units / Instructional Guide Printing					
		X		=	
		X		=	
		X		=	
Student Handouts Printing					
		X		=	
		X		=	
		X		=	
		X		=	
Misc. Instructional Materials					
		X		=	
		X		=	
		X		=	
Office Rental		X		=	
In-Town Travel / Staff		X		=	
Telephone / FAX Charges		X		=	
Page #7 Total					

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Company In-Kind Commitment Description	Wage		Hrs		Total
Management Personnel Time Commitment					
		X		=	
		X		=	
		X		=	
		X		=	
		X		=	
		X		=	
		X		=	
		X		=	
		X		=	
		X		=	
		X		=	
		X		=	
Student/Worker Time Commitment					
		X		=	
		X		=	
		X		=	
		X		=	
		X		=	
		X		=	
		X		=	
		X		=	
		X		=	
Page #8 Total					

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Company In-Kind Commitment Description	Est. Value		Quan.		Total
Classroom Space					
		X		=	
		X		=	
		X		=	
Computer Use					
		X		=	
		X		=	
Other Equipment/Technology Use					
		X		=	
		X		=	
Copier Use					
		X		=	
Instructional Materials					
		X		=	
		X		=	
		X		=	
		X		=	
		X		=	
Student/Worker Incentives					
		X		=	
		X		=	
		X		=	
		X		=	
		X		=	
Page #9 Total					

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Costing Grid Totals Sheet

Cost Description	Cost
(1) Meetings, Needs Analysis and Proposal Development	
(2) Project Evaluation Plan and Implementation	
(3) Course Development and Student Recruitment	
(4) Initial Student Assessment and Class Planning, Scheduling	
(5) Instructional Staff Hiring and Training	
(6) Class Implementation and Student Recognition	
(7) Materials and Supplemental Services	
• Total	

Company In-Kind Contributions	Est. Value
(8) Company Personnel In-Kind Time	
(9) Company In-Kind Materials and Supplemental Services	
• Total	

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❑ Getting the Word Out:

Marketing and Company Buy-In

Academy facilitator Anne Lomperis of Language Training Designs, in introducing the marketing and company buy-in session, presented strategies for marketing at the "Macro" and "Micro" level. She provided a framework from which participants could develop strategies that are most appropriate to the Texas community and technical college experience.

At the macro level the first step in analyzing the local corporate market for training needs is to develop a market profile. The facilitator suggested several questions that needed to be answered in order to determine the training needs of local business and industry and identified possible sources for gathering this information.

Participants in team discussions came up with the following questions:

- ❑ Who are the current employers of the local population?
- ❑ Which industries have employees who need to improve basic skills?
- ❑ What positions need to improve basic skills?
- ❑ What skills need to be improved?
- ❑ What possibilities for advancement are there?
- ❑ What new markets are there?
- ❑ What are the short/long term needs for new employees?
- ❑ What job skills are needed? For what level of worker?

Possible sources for obtaining this information include:

- ❑ Better Business Bureau
- ❑ Chamber of Commerce
- ❑ Economic Development Council
- ❑ Industrial liaison in house at technical colleges
- ❑ Professional associations (ASTD, Greater Houston Partnership)
- ❑ Industry sector associations

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- ❑ Reference manuals (Moody's, Standard and Poors, Book of Lists)
- ❑ Electronic networks (Internet-WWW)
- ❑ Company annual reports/flow charts
- ❑ Want-ads to determine what skills are in demand
- ❑ Business section of local paper - to keep up with buy-outs, mergers, and trends

The next step in marketing workforce education programs is to analyze one's institution as a provider of basic skills training. Ms. Lomperis identified several key points for discussion. She indicated that participants needed to be able to do the following: 1) determine what services they currently have the capacity to offer; 2) identify what their competitors services, market niche and costs are; and 3) develop professional standards for providing quality training services.

Participants identified several major weaknesses that need to be addressed in order to enable Texas community and technical colleges to develop their capacity to provide training services to business and industry. In response to the first item listed above, participants determined that the majority of their institutions offer courses in reading, writing, math, communications and problem solving. However, participants expressed difficulty in getting companies to pay for customization of curriculum to meet specific company needs. Secondly, participants complained that finding qualified instructors to teach in business and industry was another major hurdle because salaries ranged from $13.50 per hour to $35.00 per hour. One participant voiced her frustration by saying, "How can I expect to get a professional to go out to businesses to teach for only $14.00 per hour?"

Participants suggested the following strategies for addressing these weaknesses. National workplace literacy curricula are available through the Consortium's three regional resource centers. To avoid duplication of effort and expand our capacity to provide quality workforce education programs, participants plan to make use of already developed customized curriculum materials that only need minor revisions to be appropriate for use with local industry. Participants also encourage the use of the newly revised Indicators of Program Quality to streamline the steps for providing workforce education programs: marketing, partnership development, needs assessment, curriculum design, implementation and evaluation.

The consortium has made efforts to address the final recommendation made by the session facilitator "to develop professional standards" by forming a provider network through the

recent publication and dissemination of a technical assistance manual. This manual includes information about consortium member institution's industries served, services offered and products available.

For achieving company buy-in at the micro level academy participants examined strategies for marketing to individual companies. Ms. Lomperis suggested the following two strategies: "the soft-sell" to educate the company about workforce education; and "the hard sell" to advertise through a variety of media. Participants generally agreed that they felt more comfortable with the "soft-sell" approach, but wanted to learn more about successful techniques for the "hard sell" approach.

Participants identified a number of activities they have undertaken to educate companies about specific education and training services available to them at the community and technical college:

- ❑ Create advisory committees of businesses and ask them how colleges can best serve them
- ❑ Join business and professional organizations
  (ie. ASTD, Chamber, Greater Houston Partnership)
- ❑ Speak at conferences, meetings, institutes, etc.
- ❑ Offer courses at the college for hot topics in business (ie. TQM, ISO 9000, NAFTA, etc.)
- ❑ Write articles for journals, newsletters, etc.

Participants indicated they have difficulty "hard-selling" their training services to the local community due to a lack of resources. Limited funds are available for colleges to advertise services on television and radio, or in newsletters and journals. To develop high quality promotional materials such as videos and glossy brochures takes not only funding, but technical experience which colleges do not have readily available to them.

Some of the more successful "hard-sell" tactics participants mentioned included developing brochures for specific training areas (ie. telecommunications, ESL, computers, etc.) Samples of brochures that several Texas colleges have developed to market training services to business and industry are included in Appendix B. Linda Mast of North Central Texas College indicated that putting a package together in a hard cover binder that included a college catalog, brochures, business card, etc. was the best way for her to prevent businesses from automatically throwing the information away. Inez Scott of Grayson County College invites human resource managers from area companies to bi-monthly luncheon meetings to

showcase her trainers. She provides a one hour presentation on topics such as "Managing Change in the Workforce". (See Appendix B.) Finally, participants agreed that cold calling and written surveys proved to be very challenging marketing strategies because it is so difficult to reach the company representative with decision making powers to endorse an investment in education and training.

An issue raised by participants at the close of the marketing session is the need to achieve buy-in within the college before we can actually market services to business and industry. Participants indicate that they have to promote the idea of workforce education to all the college departments through intensive networking because otherwise they cannot recruit teachers to transition from the academic to the business setting. One participant said "Continued networking among consortium members will increase the community and technical colleges ability to refer business clients if they are located out of our service area or if we do not have the expertise to serve them." **- Andrea Binder**

❑ Making it Great:

Indicators of Program Quality

In 1991, the National Literacy Act renewed the federal commitment to adult education and called for the development of indicators of program quality that could be used by states and local programs as models by which to judge the effectiveness of services. Answering this call, the Texas Education Agency developed a comprehensive listing of indicators and disseminated them across the state in 1993. While these indicators directly related to adult basic education efforts, they did not reflect specific concerns of programs involved in workforce education offered in partnership with business and industry. Participants on a subsequent statewide TEA workforce education grant, "Total Quality Workforce Education for Texas" revised the indicators to reflect workforce terms.

Richland College and El Paso Community College have successfully used these indicators to guide workforce education program development and implementation. Indeed, the staff at Richland shares the indicators with business representatives at the first meeting, and explains that they will be using them as an ongoing guide for program development.

During the Workforce Education Analysis Academy, participants carefully critiqued these revised indicators, and suggested further additions and changes that would more specifically address workforce education programming. Consortium coordinators used participant suggestions to refine the indicators once again:

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A. AREA: LEARNER OUTCOMES

(1) ACADEMIC: **Learners demonstrate increased proficiency in oral and written communication, problem-solving, and math as it applies in the workplace. This means that:**

☐ Oral proficiencies are a part of the program, and measurement is directly related to the outcomes.

☐ Written proficiencies are a part of the program, and measurement is directly related to the outcomes.

☐ Problem-solving proficiencies are part of the program, and measurement is directly related to the outcomes.

☐ Math proficiencies are part of the program, and measurement is directly related to the outcomes.

(2) PREPARATION FOR TRANSITION (CROSS-TRAINING): **Learners demonstrate progress toward attainment of skills that will allow them access to other training opportunities and/or cross-training in the company. This means that:**

☐ Outcomes for cross-training/training opportunities are an established part of the program; and measurement is directly related to the outcomes.

☐ Portable skills are an established part of the program, and measurement is directly related to outcomes.

(3) REAL LIFE SKILLS: **Learners demonstrate improved capacity to participate responsibly and productively as life-long learners. This means that:**

☐ Real world life skills are an established part of the program outcomes, and measurement is directly related to outcomes.

(4) WORKFORCE DEVELOPMENT: **Learners demonstrate increased proficiency in academic skills needed to enter the workforce and/or progress in the high performance work place of the future. This means that:**

☐ Outcomes for preparation and/or progress in the workforce are an established part of the program, and measurement is directly related to the outcomes.

☐ Instruction addresses competencies outlined in SCANS:

☐ Resources ☐ Interpersonal ☐ Information ☐ Systems ☐ Technology.

B. AREA: PROGRAM PLANNING

---

(1) NEEDS ASSESSMENT: **The program planning process is guided by a job task analysis of the target population to be served. This means that:**

☐ Job task analysis reflects workplace demographic development needs.

☐ Needs assessment reflects perceived needs of learners.

☐ Long-term planned transformation of the workplace to alternative management strategies is considered as part of the needs assessment.

(2) PARTICIPATORY, EVALUATION-BASED PLANNING: **The program planning process is ongoing, participatory, and based on authentic needs analysis and formative and summative evaluation. This means that:**

☐ Program planning reflects the need for upgrading learner's work force skills.

☐ Program planning reflects input from the targeted population.

☐ Job task analysis and assessments determine the accomplishment of program goals and objectives.

☐ Program evaluation uses both quantitative and qualitative means.

☐ Learners are included in evaluation procedures.

☐ Evaluation is timely and provides for mid-course corrections.

☐ Management/Union is involved in the evaluation procedures.

(3) PARTNERSHIP DEVELOPMENT: **The program partners nurture a cooperative relationship by accepting responsibility for achieving goals and objectives of the program and by committing significant support and resources to the program. This means that:**

☐ Each partner is included in determining the goals and objectives.

☐ Each partner is included in achieving the goals and objectives.

☐ Each partner is included in evaluating the goals and objectives.

☐ Each partner is included in making recommendations for future training.

☐ Partners share the responsibility to provide appropriate instruction in a facilitative environment conducive to learning.

☐ Partners share the responsibility to eliminate barriers to learner participation by collaborating with other community support services, agencies, and unions.

☐ Partners share the responsibility to dedicate personnel, facilities and equipment to achieve project success.

C. AREA: CURRICULUM AND INSTRUCTION

(1) WORKFORCE LEARNING THEORY: **Curriculum and instruction are based on learner outcomes, are developed from business/industry materials, as well as traditional methods. This means that:**

☐ The instructional program is build upon the language, experience, and prior knowledge of the learner.

☐ Grouping is flexible and exists to facilitate learner collaboration.

☐ Learning is active and interactive.

☐ The language skills of listening, speaking, reading, and writing are integrated holistically.

☐ There is rationale for the curriculum based on theory and informed practice.

(2) LEARNER CENTERED AND PARTICIPATORY: **Curricular and instructional processes reflect learner-centered and participatory approaches that are designed to meet individual learner needs. This means that:**

☐ Language is always presented in context.

☐ Problem-solving and other critical thinking outcomes (e.g. learning to learn, team problem-solving, interpersonal skills) are emphasized.

☐ Higher order cognitive skills are emphasized regardless of the functional skill levels of learners.

☐ Curricula are dynamic and evolving.

☐ Curricula reflect learner's identified goals and needs.

☐ Curricula reflect the diversity of the learner population.

☐ Learner participates in determining goals and needs.

(3) FUNCTIONAL CONTEXTS: **Curriculum content and instructional practices are based on functional contexts within a work-related framework. This means that:**

☐ Curriculum content and materials are based on work force and real life situations that reflect learners needs and interests.

☐ Curriculum addresses work force competencies, resources, information

systems, and technology.

☐ Curriculum attends to affective, cognitive and social dimensions.

☐ The business partner provides input to identify relevant functional contexts.

(4) THINKING AND PROBLEM SOLVING: **Curriculum and instructional processes contribute to the development of problem solvers and thinkers. This means that curricular content includes such areas as:**

☐ Critical thinking/reasoning strategies ☐ Coping skills ☐ Multi-sensory skills

☐ Work-related learning strategies ☐ Collaborative learning processes

(5) CURRICULUM AND INSTRUCTION ARE DYNAMIC: **Curriculum and instruction are adapted according to evaluation information and job task analysis. This means that:**

☐ Curricula are dynamic and changes are based on the most recent formative and summative evaluation information.

☐ Curricula reflect projected future industry realities.

(6) HOLISTIC ASSESSMENT: **Curriculum and instructional assessment are consistent with and supportive of a holistic, learner-centered instructional approach. This means that:**

☐ Assessment is directly related to identified proficiencies, curriculum, and desired outcomes.

☐ Learner is involved in assessment process.

☐ Assessment procedures make use of authentic language in a variety of approaches, such as observation and other informal assessments, and performance based assessment.

☐ Management provides opportunities for transfer of training and tracks evidence of such transfer.

D. AREA: PROFESSIONAL DEVELOPMENT

(1) COLLABORATIVELY PLANNED BASED ON PROFICIENCIES: **Professional development is collaboratively planned based on a set of instructional proficiencies and is related to assessed needs and stated program outcomes. This means that:**

☐ Professional development is a process of constant renewal and improvement.

☐ Professional development includes a comprehensive menu of resources:

- ☐ work force workshops ☐ conferences ☐ college courses
- ☐ corporate in-house training (ie. ISO 9000, TQM) ☐ culture of business
- ☐ self-directed workplace related professional development

☐ Professional development provides for the acquisition of new proficiencies, the practice of these proficiencies and the use of a systemic plan for follow-up.

(2) CONSISTENT WITH HOLISTIC INSTRUCTION: **The plan for staff development and professional growth is consistent with and supportive of a holistic, learner-centered instructional program. This means that:**

☐ Professional development planning is based on a holistic instructional philosophy of work force learning.

☐ Professional development planning is related to assessed learner needs and stated program outcomes.

E. AREA: STUDENT RETENTION

(1) ACHIEVEMENT OF GOALS: **This program is designed to enable learners to remain in the program long enough to achieve their goals and/or make a**

successful transition to other departments and/or cross train for other positions. This means that:

☐ The program has a process to assist learners in realistic goal setting, promotion and/or cross training.

☐ The program provides for recognition of learner accomplishments and achievements.

☐ The program components are coordinated to ensure continuity and timeliness and program retention strategies are reflected in professional development planning.

F. AREA: MARKETING

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(1) RESPONSIVE TO THE NEEDS OF BUSINESS AND INDUSTRY:

Marketing is collaboratively planned to promote the training program and includes initial and ongoing meetings with appropriate levels of management and employee representatives. This means that:

☐ The program provides input for training through focus groups.

☐ The program solicits input from all levels of the business partner organization when conducting a needs assessment.

☐ The program solicits learners through flyers, meetings and in-house advocates.

☐ The program provides orientation to employees.

☐ The program enhances and compliments internal training efforts provided by the business partner.

☐ The education partner provides referral services if it cannot meet the company's needs.

(2) OPPORTUNITY FOR LEARNING: **The program encourages a sense of education potential in participants. This means that:**

- ☐ Instructors are trained to inform learners of future educational opportunities.
- ☐ Marketing attends to cognitive, affective, and social dimensions.
- ☐ Marketing includes incentives for participation and recognition for participation.

❑ Is it Working?

COBE Labs Monitors Transfer of Training

Jeff Olson, human resources consultant, and training director for COBE Labs in Colorado, led Workforce Education Analysis Academy participants in an exploration of options for monitoring transfer of training into the workplace. COBE Labs, a Swedish-owned manufacturer of high-tech medical equipment, is deeply committed to ongoing worker education. The education system is embedded in the daily operations of the company, and supervisors routinely monitor workers' use of new skills on the plant floor, and record this data on performance evaluation reports. In addition, the company requires a continued commitment from employees involved in education. Workers sign learning agreements, and instructors are required to notify supervisors if student/workers fail to show up to class or complete assignments.

Of course, these strategies set off bells and whistles for Academy participants, accustomed to strict rules of confidentiality guarding student records from plant management. Olson explained that COBE has determined that continued skills upgrade is essential to the survival of the company. Because the company manages its own education program, it has integrated educational and work requirements. Olson terms this strategy "An Inside-Out Approach to Workforce Development." He acknowledged that the COBE system will not work across-the-board for worker education, but stressed the criticality of management support and participation in any workforce education effort.

Sample materials from Jeff Olson's and COBE's training efforts. These samples include: a learning agreement typically signed by workers before entering classes; a memorandum template to be used when student/workers are not living up to their agreement; a skills evaluation; and an equipment manufacturing performance evaluation.

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LEARNING AGREEMENT

I recognize the importance of clearly defined learning objectives to improve my learning experience in _____ and, furthermore, I agree to support these learning requirements while attending classes.

I understand I am expected to conform to these requirements as long as I am attending classes. If I do not conform to one or more of these requirements I will receive a non-conformance report. this report will be forwarded to my supervisor for appropriate action. This action may include a written corrective action from my supervisor.

Likewise, if I fully conform to the learning requirements for _____, I will receive that recognition on my annual performance review.

The following are the agreed upon learning requirements for _____.

REQUIREMENTS:

Math Class Expectations

1. I should try to do at least three (3) pages per week. If this is too difficult for me to do, then I may get extra help from the instructor, do extra work at home, or use the Learning Center on Tuesday and Thursday, which is open from 11:00am to 4:00pm.

2. All Checking Up tests and Applying Your Skills tests will be done at the test table. All problem solving will be done on the test paper.

Attendance and Assignments

1. If You are working at COBE You are to be in class.
2. If You miss class, You are to make up your work and get any handouts.
3. You must have all assignments in before the eight (8) week period ends.
4. If You do not turn in Your work, You will get a zero (0) for that assignment.

_____

Signature/Date

Organizational Learning Resources, Inc.

MEMORANDUM

TO:

FROM: Training and Development

DATE:

RE: **LEARNING AGREEMENT**
NON-CONFORMANCE REPORT

- ❑ Attendance
- ❑ Learning Attitude
- ❑ Assignments
- ❑ Classroom Behavior

The following learner, _____, is not conforming to the agreed upon learning requirements for _____, based upon the following observation(s):

_____

_____

_____

_____

Training and Development

Date Received: _____ Forwarded To: _____

Disposition by: _____ Date Forwarded: _____

Supervisor Disposition

_____

_____

_____

_____

Date Returned to Training and Development: _____ Supervisor: _____

Organizational Learning Resources, Inc.

VOCABULARY BASIC SKILLS EVALUATION

EMPLOYEE NAME: **INSTRUCTOR NAME:**

READING/VOCABULARY
VOCABULARY
COMPREHENSION
SPELLING
WORK-RELATED TERMINOLOGY

POOR EXCELLENT

COMMENTS:

WRITING SKILLS
(ONLY THE CHECKED AREAS ARE EVALUATED)
- ☐ GRAMMAR/SENTENCE STRUCTURE
- ☐ COMPOSITION
- ☐ MEMO WRITING
- ☐ TECHNICAL WRITING

POOR EXCELLENT

COMMENTS:

HANDWRITING
LEGIBILITY
NEATNESS

POOR EXCELLENT

COMMENTS:

CORPORATE-RELATED MATERIALS
(ONLY THE CHECKED AREAS ARE EVALUATED)
- ☐ REQUEST FORMS
- ☐ DATA ORGANIZATION
- ☐ FLOW CHARTS/DIAGRAMS/ENGINEERING PRINTS

POOR EXCELLENT

COMMENTS:

VERBAL COMMUNICATION
PARTICIPATION
CLARITY

POOR EXCELLENT

COMMENTS:

COMMITMENT TO STUDIES
ATTENDANCE
DILIGENCE

POOR EXCELLENT

COMMENTS:

OVERALL RATING:

Equipment Manufacturing Performance Evaluation

EMPLOYEE NAME: _____ DEPT. #: _____ DATE: _____

EMP. #: _____ EMPLOYMENT STATUS (*check*) : _____ Regular _____ Temporary

Quality

v.1 ☐☐

- Demonstrates pride in workmanship and self.
- Demonstrate commitment to Continuous Quality Improvement.
- Applies quality process and tools in carrying out the duties of the position.
- Maintains current and accurate process, work statio. and WIPLOC documentation.
- Requests and provides assistance at point of need in timely and pro-active manner.

POOR — GOOD

Observations:

_____

_____

_____

_____

Productivity

.2 ☐☐

- Consistently meets productivity and schedule goals.
- Demonstrates initiative and a sense of urgency.

LOW — HIGH

Observations:

_____

_____

_____

_____

Dependability

v.3 ☐☐

- Works overtime with or without notice to meet customer requirements.
- Demonstrated ability to pro-actively set goals and continuously measure progress against goals.
- Participates in the ECO process, auditing and redlining documentation as required, and promoting continuous quality improvement.
- Adapts to new work processes, procedures, and policies quickly.
- Regular, on-time attendance

LOW — HIGH

Observations:

_____

_____

_____

_____

Job Knowledge

v.4 ☐☐

- Demonstrates an understanding of and a commitment to customer satisfaction - internal/external customers.
- Can perform wide range of jobs.
- Trains and certifies co-workers to specific product procedures and manufacturing processes.
- Ability to trouble shoot to component and system level.
- Ability to operate all test equipment used in area.
- Cross trains and accepts new job assignments to enhance flexibility and versatility.

LIMITED — EXTENSIVE

Observations:

_____

_____

_____

_____

Human Resources-White Copy Supervisor-Yellow Copy Employee- Pink Copy

Equipment Manufacturing Performance Evaluation

EMPLOYEE NAME: _____ **DEPT. #:** _____ **DATE:** _____

EMP. #: _____ **EMPLOYMENT STATUS (*check*) :** _____ **Regular** _____ **Temporary**

Cooperation/Teamwork

v.5 ☐☐

- Demonstrates self motivation and helps others to do the same.
- Investigates internal/external customer complaints, participating in corrective actions, resolutions and follow-ups.
- Demonstrates positive team behaviors; values and respects team members diversity, potential, and contribution: is reliable/ dependable: utilizes effective communication and interpersonal skills, pro-actively engaging and confronting issues to achieve continuous improvement.
- Demonstrates pro-active and positive interaction with peers, supervisors, internal/external customers, and all support groups.
- Deals positively with a changing environment.
- Seeks consensus in decision making.
- Works effectively and cooperatively with others.
- Confronts and resolves issues.
- Demonstrates strong problem solving skills from identification and follow through to resolution.

WEAK — **STRONG**

Observations:

_____

_____

_____

Safety

v.6 ☐☐

- Follows all safety and housekeeping policies and procedures.
- Identifies and assists with resolution of work area ergonomics issues.

POOR — **GOOD**

Observations:

_____

_____

_____

Regulatory/Compliance

v.7 ☐☐

- Maintains routine regulatory compliance and registration GMP's, ISO, OSHA, etc.
- Performs audits.
- Delivers equipment and tools to calibration on time.

POOR — **GOOD**

Observations:

_____

_____

_____

Training and Development

v.8 ☐☐

- Actively participates in training sessions.
- Demonstrates learning by applying new skills to job performance.
- Continuously improves basic skills and competencies in reading, writing and mathematics.
- Attends training sessions as scheduled.
- Utilizes training resources to improve job performance on regular basis.
- Quick learner.
- Demonstrates commitment to personal growth, continuously seeking to learn new skills and tasks.

WEAK — **STRONG**

Observations:

_____

_____

_____

Human Resources - White Copy Supervisor - Yellow Copy Employee - Pink Copy

BEST COPY AVAILABLE

❑ Case Study:

North Lake College - DCCCD

North Lake College is part of the Dallas County Community College District and is located in Irving, Texas. This case study resulted from meetings with the Dean of Workforce Development and Training at North Lake College, Jacqueline Maki; two workplace instructors, Dianne Orfanos and Helen Warren; and the project assistant Gabriel Johnson. The goal of this case study is to describe a model program between a community college and business/industry that provides successful essential skills training. The following questions developed by participants at the Texas Technical and Community College Workforce Education Analysis Academy in El Paso, TX, January 1995 provide a framework for this case study.

What was the impetus for your institution's involvement in workforce literacy/ basic skills instruction? Abbott Laboratories Diagnostic Division requested that North Lake College initiate basic skills assessment and classes for their employees in July 1990. At around this same time a request for proposals came from the U.S. Department of Education, Office of Adult and Vocational Education for National Workplace Literacy Program demonstration project grants. North Lake College in partnership with Abbott Laboratories submitted a proposal for the development of a skills enhancement program and received funding for an 18 month project that began in May 1991 and concluded in December 1992. There was a general knowledge by the president and educators of North Lake College that other companies in Irving needed basic skills and literacy training services as well. North Lake College made a commitment to workplace literacy by starting to offer basic skills training contractually on site at Abbott Labs, and then expanded and developed this effort through the National Workplace Literacy Program demonstration grant period. (See Appendix C: Fact Sheet)

Describe how the program has grown and changed since it began. Please include details about: staffing structure, program position within the college, funding sources, marketing efforts. Workforce Development and Training (WFD&T) evolved in four phases at North Lake College. Initially, in phase I, the structure of the program was determined by

the parameters of the National Workplace Literacy Program grant. The 18-month federal grant called for certain key staff including: a full-time project director, a full-time project secretary, two full-time instructors/ counselors/ curriculum developers and several part-time instructors.

In phase II, for three months after the federal grant ended, North Lake's staff served the original grant partner -- Abbott Labs -- as well as a new business partner, a chemical manufacturing and distribution industry. Staff consisted of a full-time director and two part-time instructors funded entirely from contract revenues.

In phase III, after the initial three month trial period, North Lake committed to funding two full time instructors as well as the full-time program director from contract revenues. Finally in phase IV -- with new grant funds from the Texas Higher Education Coordinating Board Carl Perkins discretionary funds, as well as new contracts from the continuing business partners -- North Lake College hired one more full-time instructor and a full-time department assistant..

The WFD&T Division at North Lake has always been self supporting through the grant funds referenced above and through revenues generated from contracts with its business partners. In 1995, WFD&T -- along with Continuing Education and the various credit instructional divisions of the College -- is developing a marketing strategy and processes, to provide varied and customized training to small and medium-sized businesses, as well as to major corporations in the area.

Describe the manner in which budgets and contracts for the programs are structured. What challenges have you faced in this area as you strive to meet the needs of business and industry? North Lake's WFD&T Division uses contract guidelines established by the Dallas County Community College District for acceptable price ranges to negotiate services. North Lake's and other DCCCD training teams develop products and processes to try to match the training needs and budgetary constraints of their business customers. In this way they can create a win-win balance between what the company wants and what it can afford to pay for. North Lake College is the primary provider of workforce education services in Irving. The Workforce Development & Training team negotiates for long-term services to target and support the performance needs of the company and its workers..

Describe challenges your department has faced in terms of meshing the culture of B & I and the culture of education. Has higher level college administration been receptive to the program's unique parameters? North Lake's WFD&T team faces two major challenges: *(1) To help good adult educators become good work place trainers.* (Instructors need to have sound teaching skills, be team players, use different curriculum development processes, and be open to being evaluated and accountable all the time. It is imperative for instructors to know the etiquette of the plant and communicate through appropriate channels so as not to threaten the partnership. Having full-time or long-term part-time instructors is vital to the success of the training partnership to avoid the merry -go-round of inconsistency and continual turnover and training of new staff, which is really ineffective in the business setting.) (2) *To integrate marketing, service development and delivery processes of the workforce development and training division with other credit and non-credit training programs at North Lake.* (North Lake has already begun to integrate WFD&T with Continuing Education functions and services, as well as streamline the revenue and expenditure tracking process for all contract training at the College.)

Define your program's educational philosophy. In what ways do you express that philosophy to instructors, B & I and to the college at large? North Lake College's Division of Workforce Development and Training is committed to enhancing economic development in North Lake's service area and throughout Dallas County by marketing, developing, delivering, and evaluating customized, work-related training partnerships with businesses and industries to enhance the educational, team, quality management, and related skills of hourly workers, as well as the communication and training skills of managers working with hourly employees. This educational philosophy is expressed to prospective instructors as well clients in job announcements, team meetings with business partners and staff, and professional development sessions.

How does your program fit in with the larger economic development efforts in your community? North Lake College has the Workforce Development and Training division represented in the organizational chart of the college under economic development. The division's mission is to recruit new and develop existing essential skills training partnerships with business and industry. Many of the college's clients are referrals from the Irving Chamber of Commerce or from other satisfied business customers..

Describe the working relationship between college and contracted workforce education instructors. How does their pay range compare to credit instructors? North Lake College recruits quality instructors for Workforce Development noncredit training assignments and

pays the credit rate per hour of instruction, currently $26.68 per hour. Instructors are expected to develop curriculum as well as teach on-site at the companies. Salary for functional context curriculum development is approximately $21 per hour. North Lake's WFD&T division is already working with the Dallas County Community College District to define appropriate position descriptions and compensation for workforce educators at the Master's degree level, to start at approximately $32,000 to $35,000 per year, in order to compete with industries who will hire the most qualified and experienced training staff away from education. Instructors should also be rewarded according to their demonstrated skills as they develop expertise in workplace training situations.

Describe the challenges your college has faced in recruiting, training and retaining quality instructors for your program. North Lake looks for a long-term commitment from instructors and expects to give a lot of in-house training to prepare instructors for the unique demands of the business environment.

Delineate the sequence of activity your program follows when a business requests educational assistance. Please include details about: partnership management, employee involvement, needs assessment, data collection for curriculum decisions, curriculum development/selection, student assessment, instructor hiring and support, class scheduling and program evaluation. North Lake' WFD&T team has designed a dynamic partnership process for developing skills enhancement programs for business and industry. (See Appendix C - Dynamic Partnership Process Outline.)

If you were to give advice to a college just beginning to work with business and industry in literacy/basic skills, what would it be? The college representative leading the initiative to develop partnerships with business and industry would need to have certain qualities to be successful. S/he would need to be a leader with an entrepreneurial spirit and be a diplomatic negotiator. It is vital to the program's success to have trained adult educators who know principles of adult learning, are flexible and customer responsive and have some experience teaching adult learners in the workplace. Jackie Maki qualified this statement by saying that she must be able to provide staff development opportunities for instructors to learn the culture of the workplace and must have some freedom over the division budget to control salaries, incentives and part-time recruiting.

Describe future directions for your program. North Lake's WFD&T division will use the curriculum products and instructional processes developed under its current Carl Perkins discretionary grant to market and deliver its training services to the larger business

community. WFD&T is currently in the process of aligning its marketing and delivery of training with other noncredit and credit units of the College, expanding its instructional and administrative staff, and developing/refining curriculum products to meet needs of current and prospective customers. It is continually developing its staff and services to make sure that it can deliver products as promised. WFD&T's growth and development needs to be focused. If for some reason North Lake cannot respond to a particular need for training, then it works with private training companies and universities to maximize offerings and collaboratively meet community needs. North Lake cannot be all things to all people. It is developing its technological capabilities because business demands multiple modes of delivery. WFD&T is continually developing its cadre of workforce education instructors to better meet the unique needs of business and industry.

The Dallas County Community College District is also changing some of its processes for working with business and industry to better suit workplace development operations and to respond to business training requests in a more timely and efficient manner. For example, DCCCD contract training representatives are working to improve efficiency and usefulness of data collection, analysis, and reporting processes, to be more integrated with other reporting systems and processes at the College and in the District.

Finally, North Lake hopes to become a leader in workforce education, through collaboration with other colleges, businesses, community-based organization, and local, state and federal governments.

Describe a major success of your program. Our program's most significant achievement has been our successful relationship with Abbott Laboratories. North Lake's workforce development and training division has demonstrated the ability to change with the growth and flux of this company. The Skills Development Program has become part of the daily training operations at Abbott Labs, rather than just a desirable option. It is becoming internalized and closely aligned with Abbott's in-house technical training. Abbott sees the results of its investment in essential skills training and wants more. (See Appendix C - questionnaires and evaluation instruments used to get feedback from the company management and training participants.)

North Lake College's Workforce Development and Training services are integral to the mission of the College and are supported at the highest level. WFD&T has also achieved significant buy-in at the top and mid-management levels of its business partners. At one customer site, North Lake's WFD&T team has been utilized, not only for basic skills

enhancement training, but also for training supervisors and managers, and Workforce Communications for Quality (readiness training for ISO 9000 registration audits.)

Describe an aspect of project that didn't work so well. North Lake faces numerous challenges in its Workforce Development and Training initiatives, one of the more pressing of which is to make sure that its training results are measurable and measured. WFD&T needs to be able to demonstrate to business and industry partners that what is taught is directly tied to performance on the job. This need has caused them to focus more on performance skill groups than on "job groups" for curriculum design and development. WFD&T now focus more on tying curriculum direct to performance skills on the job and in required technical and regulatory training so that participants in skills enhancement classes can come from a number of different job categories. Also, whatever essential skills (reading, writing, speaking/listening, math, etc.) curriculum is developed needs to be closely related to work tasks and/or required technical training. Developing such targeted, performance-based curriculum in a timely and cost-effective manner has been a challenge, especially for new instructors.

What changes have you made in your program based on lessons learned while serving Business & Industry? Below are a number of suggestions that the North Lake College Workforce Development and Training team made based on lessons learned from working with business and industry.

1) Do not assume anything! It is so important to keep up with what is happening in and what is a priority for the company. Manager, supervisor, and employee buy-in is not a permanent achievement; it is a continually changing process and relationship. Communication is very important to keep current with significant changes in the business plan and/or training plan.

2) Even the perception by management of dissatisfaction among the training participants can be disastrous. Make sure that you go through the proper channels of communication in the business to address any issues or concerns that participants in the training, or their managers and supervisors, may have.

3) Make sure that your program is a "real part" of the College, and always strive to coordinate, market, and deliver services to business and industry in collaboration with other units of the college.

4) Be sure to consider what data must be gathered, for what purpose, by whom, and reported to whom. Effective evaluation and reporting require prior thinking so that you can adequately budget time and other resources for this important activity.

5) If there is an organizational change in a company, you need to make allowances and be able to be flexible enough to stop or postpone training for a period. Always seek to meet with management to consider how training may be integrated into other planning for production, safety, and quality issues.

- Case Study interviews, data collection and writing by Andrea Binder

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❑ Case Study:

Grayson College

Grayson County College is located in Denison, near Lake Texoma, in North Central Texas. This case study resulted from a visit with the Corporate Services Coordinator, Inez Scott, at Grayson County College. The goal of this case study is to describe a model program developing successful partnerships between a community college and business and industry in a rural setting. The following questions posed by participants at the Texas Technical and Community College Workforce Education Analysis Academy in El Paso, TX, January 1995 provide a framework for this study.

What was the impetus for your institution's involvement in workforce literacy/basic skills instruction? Grayson County College first became involved in workforce development by providing basic skills assessment services for companies to test individuals prior to employment as well as on-the-job through the college's learning assistance center.

Describe how the program has grown and changed since it began. Please include details about: staffing structure, program position within the college, funding sources, marketing efforts. The workforce development program evolved under the continuing education division at Grayson County College and expanded its services to include developmental classes for reading, math and writing. Eight years ago, under the continuing education division, the Institute for Corporate Services began to coordinate these services as well as contract training for area business and industry. Early partnerships addressed critical training needs for business and industry including: welding, office skills and electrical trouble shooting. In 1990 Grayson County College introduced a quality and productivity program which initiated training services for instructors working in business and industry. All of these activities were supported by the Continuing Education division at Grayson County College, headed up by Dr. Roy Renfro, Associate Vice President for Continuing Education, who hired adjunct faculty to conduct training on site. In 1993 the college invested in a full-time position for a coordinator to manage all technical training, assessment, quality initiatives and other workforce education services for business and industry. As coordinator I recruit, hire, and evaluate trainers working with business and industry.

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In Fall 1995 Grayson County College will open a new facility to the community that will include an auditorium, conference training room, and two computer labs. This building is designated to serve business and industry needs exclusively.

Describe the manner in which budgets and contracts for the programs are structured. What challenges have you faced in this area as you strive to meet the needs of business and industry? The Institute for Corporate Services is funded primarily through contract training revenues. Matching funds for continuing education courses are provided by the Texas Higher Education Coordinating Board, for approved courses. The Institute uses a flat hourly rate for contract training services. Extra charges for materials and lab fees are factored in if necessary. We are always struggling to keep a balance between what we charge the business to remain competitive, what we pay instructors, and the income we make for the college to stay in the black.

Describe challenges your department has faced in terms of meshing the culture of B & I and the culture of education. Has higher level college administration been receptive to the program's unique parameters? There has been buy-in from the college since the beginning for all workforce development initiatives. The major obstacle I have experienced has been to build an awareness in the business community of the quality services Grayson County College can provide. We are slowly building our credibility through quality instruction.

Define your program's educational philosophy. In what ways do you express that philosophy to instructors, B & I and to the college at large? The Institute for Corporate Services provides educational resources and industrial development in the north Texas region. The Institute is specifically designed to provide special educational training programs to enhance employer and/or employee job performance and efficiency. We strive to educate and upgrade the skills of new and current employees to improve productivity and economic competitiveness of business and industry in our service area. I impart this philosophy to instructors through an initial orientation and through continued discussions with the instructor and company representatives.

How does your program fit in with the larger economic development efforts in your community? Several staff persons at Grayson County College are members of the Chambers of Commerce in Sherman and Denison. Whenever the Chambers recruit new companies to relocate to the area, Grayson County College has a representative on the

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committee. We try to make all businesses in our service area aware of the economic incentives available through Smart Jobs grant funding, etc.

Describe the working relationship between college and contracted workforce education instructors. How does their pay range compare to credit instructors? Adjunct faculty are paid between $20 and $30 per hour for instruction. They are paid separately for curriculum development. Sometimes, since we serve companies in Bonham and other towns over 30 miles from the college, we also pay incidentals such as mileage. These salaries are competitive with the credit faculty.

We try to build a relationship based on trust and integrity with adjunct faculty. I spend a great deal of time with instructors before they actually go into the company to teach, to make sure that the teaching methods and tools they use are aligned with the philosophy of the institute.

Describe the challenges your college has faced in recruiting, training and retaining quality instructors for your program. Our main challenge is to recruit qualified and experienced instructors who live close enough to the college. We sometimes have to recruit instructors from outside our service area because few trainers are available in this rural community. This can be quite cost prohibitive.

Delineate the sequence of activity your program follows when a business requests educational assistance. Please include details about: partnership management, employee involvement, needs assessment, data collection for curriculum decisions, curriculum development/selection, student assessment, instructor hiring and support, class scheduling and program evaluation. We go through the following process to develop a partnership for contract training with a company:

1) I make an initial contact either by cold calling a company or having a company call us for repeat services.

2) I visit with the company to further discuss what they see as their needs and share what Grayson County College can provide. After this initial meeting I write a thank-you note to the company.

3) If there is a need for training which can be served by the college, I develop a proposal for the company that includes a description of the training, instructor's name and bio.

4) I set up a meeting with the company and our trainer to identify the objectives and specifics of the training to determine what curriculum development is required.

5) The trainer and I have a follow up meeting to discuss the curriculum development process to assure that appropriate methods and tools are used for adult learners in the workplace. We rarely do any assessment of employees prior to training. Instead we have extensive discussion with the company representative and the trainer to make sure that participants have certain prerequisite skills. We also have participants complete a self assessment in the form of a check-off list.

6) We provide the training.

7) Participants complete evaluation forms to give feedback on the training. The company and the trainer get copies of the evaluations. A company representative at the supervisory/management level is always included in the training and provides feedback to the Human Resources manager of the company.

8) I review the evaluations with the company and with the trainer to determine what changes and improvements, if any, need to be made to the training.

9) Grayson County College Business office bills the company upon completion of the training.

If you were to give advice to a college just beginning to work with business and industry in literacy/basic skills, what would it be? Focus on three key activities. 1) Continuously survey the needs of your clients; 2) market your services, and 3) provide quality services. (See Appendix D).

Describe future directions for your program. We are planning to open this new facility, as I mentioned earlier, to business and industry. This will better enable us to create a world class manufacturing training center.

Describe a major success of your program. I feel our major successes in the past couple of years have been to increase our visibility in the business community and to develop rapport, and build trust and confidence in Grayson County College Corporate Services.

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Describe an aspect of project that didn't work so well. The workforce development classes that we have tried to offer to the community in general through our credit and continuing education divisions have not been well attended. We try to make public service announcements to boost awareness of these programs, but cannot seem to consistently fill our evening classes.

What changes have you made in your program based on lessons learned while serving B & I? I have not really been here long enough to make any major changes. One thing that I am trying to accomplish is to develop a more formal training program including an orientation for adjunct faculty teaching adults in the workplace.

- Case Study interviews, data collection and writing by Andrea Binder

❑ Helpful Resources

Bibliography

Curriculum Materials for Workforce Education Programs by Skill Area/Topic

The Following materials are available for check out and use by Texas Community and Technical College professionals. This listing represents new curriculum acquisitions gained by the Texas Workforce Education Consortium during its 1994-95 grant year. Additionally, the Consortium maintains resources for all areas of workforce education development, including program development and partnership management. Please contact the Consortium office at (915) 542-2745 to request materials.

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Organizations

American Society for Training and Development
P.O box 1443
Alexandria, VA 22313
(703) 683-8100
(Training & Development Journal)

Business Publisher Inc.
951 Pershing Drive
Silver Spring, MD 20910-4464
(800) 274-0122
("Report on Literacy Programs" - newsletter)

Center on Education and Training for Employment
Ohio State University
1900 Kenny Road
Columbus, OH 43210
(Materials Clearinghouse)

Center on Education and Work
University of Wisconsin - Madison
1025 W. Johnson St.
Madison, WI 53706-1796
(800) 446-0399
(Materials Clearinghouse)

Texas Adult Literacy Council
P.O. Box 12728
Austin, TX 78711

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(512) 320-9498

ERIC Clearinghouse on Language and Linguistics
Center for Applied Linguistics
1118 22nd Street N.W.
Washington, DC 20037
(202) 429-9292
("CLL Newsbulletin" - newsletter)

Houston READ Commission
5330 Griggs Rd, #75
Houston, TX 77021
(713) 228-1801

Institute for the Study of Adult Literacy
College of Education
The Pennsylvania State University
204 Calder Way, Suite 209
University Park, PA 16801-4756
("Mosaic" - newsletter)

Interlink, Inc.
P.O. Box 610246
DFW Airport, TX 75261-0246
(214) 621-0400
(Business/ Education Workforce Planning)

Literacy Assistance Center, Inc.
15 Dutch St. 4th floor
New York, NY 10038
("Literacy Harvest" - journal)

National Alliance of Business
1201 New York Avenue
NW Washington, DC 20005-3917
(202) 289-2888

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National Center for Research in Vocational Education
2150 Shattuck Avenue,Suite 1250
Berkeley, CA 94704
(800) 762-4093
(Materials Clearinghouse)

National Network for Curriculum Coordination in Vocational and Technical Education
Midwest Region Oklahoma State Dept. of Vocational and Technical Education
1500 West Seventh Street
Stillwater, OK 74074-4364
(Materials Clearinghouse)

NETWORK National Center
1718 M Street NW, Suite 142
Washington, DC 20036
(202) 728-0200
(Community College Consortium for Employment, Training and Literacy)

Texas Literacy Resource Center
Texas A & M University
College Station, Texas 77843-3256
(800) 441-READ

United States Department of Education
Office of Vocational and Adult Education
Washington, D.C. 20202-7240
(202) 205-8959
("Workplace Network News" - newsletter)

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❑ Appendix A

Lesson Development Process / Lesson Sample

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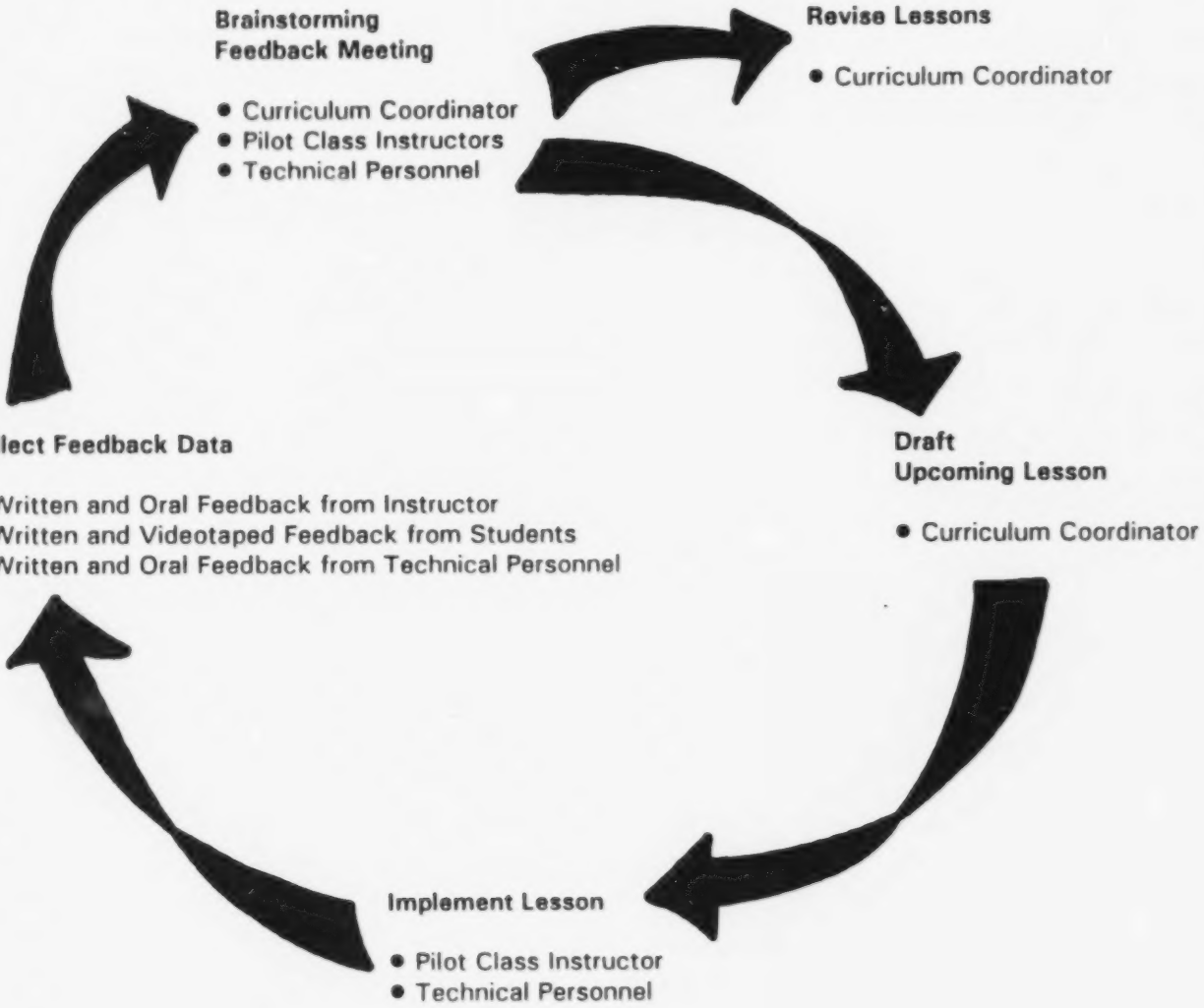
THE CUTTING EDGE
Workplace Communications

Curriculum Development Process



THE CUTTING EDGE
Workplace Communications

Communication Stoppers: Recognition and Effective Responses

Explain to participants the following situation and ask for 4 volunteers to roleplay the dialogue to be videotaped. Distribute scripts.

***LUISA**, an enthusiastic, energetic sewing machine operator, had an idea she was sure would help her team become more efficient. She has just shared that idea with a few of her team members. Three team members, **TERESA, JOE,** and **GLORIA** stand together in a conference room listening to **LUISA** express her excitement.*

LUISA

I am really excited. I'm sure this will help us earn more and become more efficient.

TERESA

That will never work.

***LUISA** looks at the floor, discouraged.*

JOE

It's a crazy plan.

***LUISA'S** shoulders slump. She feels dismayed as she listens at her teammates.*

GLORIA

Management will never buy it.

*Her teammates disband shaking their heads and mumbling to themselves as **LUISA** is left alone in the room.*

(1) PLAN

(a) **Critical Inquiry.**

Play the videotape. Ask students to watch the interaction carefully.

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Begin and guide critical discussion with the following questions. Encourage students to respond to the questions, and to each others' comments.

- *Why did Luisa's team members respond to her like they did?*
- *What happens to communication when we use statements like this?*
- *Can you give examples of situations when you were in Luisa's shoes?*
- *What are our alternatives when this happens?*
- *What are the long-term effects in the workplace when situations like this are commonplace? How does it effect individual workers? Teams? The entire plant?*

As students respond, write key concepts on the blackboard or flipchart, under the heading, "Communication Stoppers." As discussion winds down, review the written concepts.

Outcome: Students orally define causes and results of communication-stopping phrases. Students relate situation to personal experience.

(b) **Technical Tool Development**

Divide students into groups of four. Give each group a large piece of flipchart paper and a magic marker. Ask each group to designate members in the following roles:

- **Recorder:** Writes each idea on the paper.
- **Timer:** Watches the clock and makes sure the group finishes the assignment.
- **Reporter:** Orally explains the group's ideas to the whole class.
- **Prompter:** Makes sure everyone gets a chance to speak and keeps the group focused on the assignment goal.

Ask half of the groups to brainstorm and write down additional "communication-stopping" phrases that they have heard on the job.

Ask the other half of the groups to brainstorm and write <u>effective responses</u> to "communication-stopping" phrases that they have heard on the job.

When groups finish, ask each to share their results.

Tape each piece of flipchart paper to the wall for later reference.

Outcomes: Students write communication-stoppers they have encountered and write effective responses to communication-stoppers. Students develop germane vocabulary. Students orally share their ideas.

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(c) Decision-Making

Ask groups to re-write the opening script to include the most effective responses to communication-stoppers. Students also can incorporate other identified "stopper" phrases.

Outcomes: Students think critically about ranges of response for communication-stoppers, and apply them to a realistic situation.

(2) DO

Ask students to role-play the newly created scripts in front of the video camera.

Outcomes: Students orally practice effective responses to communication-stoppers.

(3) STUDY

After each group has finished, play the videos and ask the other groups to orally compare and contrast the new version with the first version:

- *Were the responses to the communication-stoppers effective?*
- *Why or why not?*
- *Were the responses believable?*
- *Can you think of additional effective responses?*
- *If more people responded to communication-stoppers in this way, what might result? How would use of these verbal strategies effect individuals? Teams? The Plant?*

Outcome: Students critically analyze the effectiveness of their newly developed tools to counter "communication stoppers."

(4) ACT

Ask students to take out their personal journals. Ask students to reflect on the lesson in relation to the following questions, and to write their ideas in their journals:

- *In what situations at work will you plan to use what you learned about responding to "communication stoppers?"*
- *What responses might be particularly effective for you?*
- *Was this lesson useful to you? Why or why not?*

Outcomes: Students relate the lesson to personal communications on the job.

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Don't Stop Me Now!

LUISA, an enthusiastic, energetic sewing machine operator, had an idea she was sure would help her team become more efficient. She has just shared that idea with a few of her team members. Three team members, **TERESA**, **JOE**, and **GLORIA** stand together in a conference room listening to LUISA express her excitement.

LUISA

I am really excited. I'm sure this will help us earn more and become more efficient.

TERESA

That will never work.

Luisa looks at the floor, discouraged.

JOE

It's a crazy plan.

Luisa's shoulders slump. She feels dismayed as she listens at her teammates.

GLORIA

Management will never buy it.

Her teammates disband shaking their heads and mumbling to themselves as Luisa is left alone in the room.

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THE CUTTING EDGE
Workplace Communications

Video Assessment
Communication Stoppers

Name _____ Plant _____ Date _____

- *"Please give me five examples of statements people make that stop communication."*

  Write statements given by the student. Give each statement one point if they are realistic, and stated clearly and succinctly:

  ____ 1 pt. _____

  ____ 1 pt. _____

  ____ 1 pt. _____

  ____ 1 pt. _____

  ____ 1 pt. _____

  ____ **Total Score for**

- *"Let's role play. Suppose you and I were having a discussion during a team meeting. You shared an idea with me. I responded, "That's a silly idea. No one in this plant will go for it!" What would you say to me?"*

  ____ 1 pt. Student makes eye contact.

  ____ 1 pt. Student uses appropriate voice tone.

  ____ 1 pt. Student's body posture is confident but nonthreatening.

  ____ 1 pt. Student's verbal response is clear and succinct.

  ____ 1 pt. Student's verbal response is realistic and effective.

  ____ **Total Score**

❑ Appendix B

Sample Program Marketing Materials

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Austin Community College

A Center for Career & Business Development

- Programs customized to address your training needs
- Cutting edge training and educational services to develop job skills and increase performance
- Instructors from business, industry, and the academic community
- Training at your facility or ours—days, evenings, weekends

Training for Tomorrow's Competitive Edge

The Center for Career & Business Development

offers quality, practical educational services that:

- Respond to business, workforce, and economic development needs,
- Support employer training needs, and
- Help employees fulfill personal, job, and career goals.

Workforce Literacy

- The Center works with clients to assess the need for and implement workplace programs that will increase employees' English language proficiency and basic reading, writing, and math skills.

Technical/Industrial Programs

- The Center excels in working with manufacturing and high-tech firms to assess and fulfill training needs.
- Basic and advanced level programs are available for entry-level employees, as well as employees needing to upgrade their skills and knowledge of current technology.

AutoCAD Training Center & Intergraph

- Basic and advanced level programs at Central Texas' **only** authorized training center for AutoCAD, Intergraph Microstation, ArcCAD GIS, and HumanCAD Ergonometric Design software.
- Courses can be custom-tailored for your organization and taught at your facility.

Computer Training Programs

- Hands-on training classes on more than 20 business software programs for the beginner to advanced level user.

College Credit On-site Programs

- The Center will conduct college credit programs for employees of business, industry, and government at your site.
- Classes may be restricted to company employees or open to the public.

Professional Development Programs

- The Center can design training programs to augment employee skills in managerial, supervisory, professional, and administrative support positions.

The Center also offers the following educational programs and services:

Business Development Programs for the small business owner in accounting, management, marketing, and planning.

Vocational Technical Certificate Programs in occupational fields; automotive mechanics, cosmetology, home entertainment, horticulture, interpreter preparation, office technology, power mechanics, travel and tourism, upholstery, and welding.

Facilities and Satellite Down-Link capabilities for teleconference activities.

Certification and Recertification Programs in electronics, medical technology, healthcare, employee benefits, payroll administration, environmental management, and more.

Apprenticeship Programs in craft-related careers; carpenter, chef, electrician, flooring installer, iron worker, plumber, pipefitter, and sheet metal worker.

Career and Personal Development Programs geared towards career preparation, job skills development and personal growth and development.

A Center for Career & Business Development

Call 512-483-7542 about...

...Resources to Give You the Competitive Edge

A track record of success!

An investment in the Center's programs prepares your employees for an evolving workplace. Each seminar is specifically designed to provide the most current and applicable information possible from the area's top subject matter experts. Our non-profit status and our ready access to educational and technical resources ensure that you receive a **full dollar's return on every training dollar** your organization spends.

Associations/Community Organizations

- Austin Small Business Development Center
- Austin-Travis County Private Industry Council
- Caritas of Austin
- Leander Independent School District
- Rural Capital Area Private Industry Council
- Any Baby Can of Austin

Business and Industry

- 3M
- Abbott Laboratories
- Advanced Micro Devices
- Allstate Insurance Company
- The Alliance
- Apple Computer Corporation
- Applied Materials
- Austin Prudential Health Care Management
- Austin CableVision
- Blue Cross Blue Shield of Texas
- Butler Manufacturing
- Cedra Corporation
- College Board
- Crystal Semiconductor Corporation
- Dell Computer Corporation
- Easter and Easter Real Estate
- Farm Credit Bank of Texas
- Fisher-Rosemount Systems, Inc.
- Guiltless Gourmet
- IBM Education and Training
- Lotus Development Company
- Lower Colorado River Authority
- Motorola
- National Heritage Insurance Company
- National Instruments
- Radian Corporation
- Rockford Business Interiors
- Sheshunoff Information Services
- Southwestern Bell Telephone Company
- Spaw Glass Construction Company
- Tracor, Inc.
- Trimble Navigation
- Trimbuilt Construction Company
- VTEL
- Wayne-Dresser Industries
- Westinghouse Electric Corporation, Magnet Systems Division

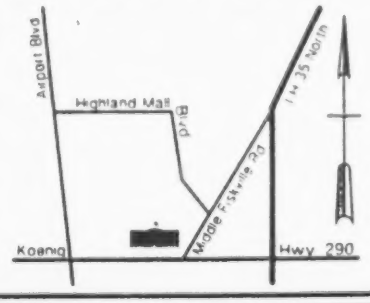
Chambers of Commerce

- Capital City Chamber
- Cedar Park Chamber
- Entrepreneurs' Association
- The Greater Austin Chamber
- Hispanic Chamber
- Leander Chamber
- Pflugerville Chamber
- Round Rock Chamber
- San Marcos Chamber
- Women's Chamber of Texas

Government Agencies

- Austin-Travis County Mental Health Mental Retardation
- City of Austin
  - Electric Utility Department
  - Public Works and Transportation Department
  - Police Department
- Public Utility Commission
- Teacher Retirement System of Texas
- Texas Department of Health
- Texas Department of Housing and Community Affairs
- Texas Department of Information Resources
- Texas Department of Insurance
- Texas Department of Parks and Wildlife
- Texas General Land Office
- Texas Real Estate Commission
- Texas Rehabilitation Commission
- Texas Workers Compensation Insurance Facility
- Travis County
- University of Texas Division of Housing & Food Services
- University of Texas MD Anderson Cancer Center

ACC Center for Career & Business Development, 4th Floor



BOARD OF TRUSTEES

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ACC is an equal opportunity institution

5930 Middle Fiskville Rd Austin, TX 78752 512-483-7542 FAX 512 483-7656

Grayson County College
6101 Grayson Drive
Denison, Texas 75020

Grayson County College will take positive actions to ensure that all people regardless of race, creed, color, religion, national origin, age, sex or handicap are given opportunity of sharing in the educational, employment and business activities of the College

05/1994

Workforce Development Programs

- Institute for Corporate Services
- Career Technologies
- Small Business Development Center

Grayson County College
Denison, Texas

*R*ecent changes in the nature of jobs, in the composition of the work force and in the competitiveness of the global economy are forcing companies to re-examine their training practices.

Grayson County College offers area businesses and industries the opportunity to train or re-train their employees in a program that the company themselves help structure. The community college's flexibility allows you and the school to design a program that will fit your needs with the assurance of receiving quality instruction which is cost-effective and convenient to you.

Opportunities in Workforce Education

Training & Education Support

- Set up turn-key courses
- Supply instructors
- Customize training to fit specific applications
- Contracted training at your business site
- Corporations with in-house training programs may "open" their classes to other organization participants to cut costs, help the class "make"

Our Place or Yours

- Classroom lecture and hands-on lab facilities
- Classes can be offered on a contract basis with flexible schedules
- Expanded human resource development and training options without adding training staff, facilities or equipment

In addition to the many already established academic and vocational programs, there are three helpful programs and services available. They are:

- Institute for Corporate Services
- Career Technologies
- Small Business Development Center

Institute For Corporate Services

The Institute for Corporate Services provides educational resources and services needed for economic and industrial development in the region. The Institute is specifically designed to provide special educational training programs to enhance employer and/or employee job performance and efficiency.

The Institute focuses on two service areas:
Economic Development Programs provide new and expanding industries with assistance in training employees either in a pre-employment format or on-the-job training. The Texas Department of Commerce, through the Texas Smart Jobs Fund, provides grants to Texas employers to assist in training their employees for high skill, high wage jobs. These funds have been appropriated to assist industries in establishing or expanding manufacturing facilities in Texas.

Business and Industry Training Programs provide both on- and off-campus programs for local business and industry. The program offers customization of courses to meet your needs, flexible delivery modes, flexible scheduling, and on-site student services such as registration, counseling, career development, testing, and financial assistance. Areas of training include:

- **General Management**
  - Communication Skills
  - Leadership Skills
- **Business and Management Technologies**
- **Quality and Productivity Improvement**
  - SPC
  - Total Quality Management
  - Self-Management Work Team Development
- **Computer Technologies**
- **Office Technology**
- **Industrial Technologies**
- **Work Force Literacy**

Small Business Development Center

The Small Business Development Center is a non-profit professional management counseling service, funded by Grayson County College and the United States Small Business Administration, that works to enhance the economic development of the North Texas area.

The SBDC offers free individual counseling to existing small business owners/managers and others who desire to start their own business. Areas of counseling include new business start-up, market identification, cash flow analysis, inventory control, general management and more.

Low-cost workshops, conferences, seminars, and courses are geared to the specific needs of small businesses engaged in retail, wholesale, manufacturing and service operations. In addition to offering public programs, the SBDC works with organizations to develop and conduct the following specialized programs:

Budgeting Techniques
How to Buy or Sell a Small business
New Venture Development
Bookkeeping for Small Business
How to Hire Employees
Market Research for Small Business
Promoting and Advertising for Small Business
Planning and Goal Setting
Stock and Inventory Control
Self-Employed and Small Business Tax Education
Writing a Business Plan

CareerTechnologies

Career Technologies offer employment-oriented programs that are designed to provide opportunities for students to learn new skills for entry-level employment, to upgrade present skills for job advancement or to satisfy educational requirements for licensing purposes.

The career technologies areas provide industries, businesses, government, and professional groups of Grayson and surrounding counties the opportunity to supplement their own training programs - including classes in:

Banking
Real Estate
Office Technology
Child Care
School Food Service Program
Law Enforcement
Emergency Medical Technology
Nursing Home Care
Industrial Technologies
Viticulture & Enology
Agriculture

Contract Training

Grayson County College can meet your specific training needs!

- Classes Scheduled at your Convenience
- Significant Cost Savings
- Focus on Your Company's Needs
- Confidential Atmosphere
- Employee Development

Education/Training Opportunities

Literacy Testing/Development
Total Quality Management
EMT
Paramedic
Management & Leadership
Technical Writing
Computer Science
Communication Skills
Drafting
SPC
Train-the-Trainer
Industrial Start-Up
Worker Incentive Program
Team Management
Conflict Management
Quality Process Management
Managing Change
ISO 9000 Quality Assessment
Motivation
Negotiating Skills
Welding
Technical Writing
Blueprint Reading
Industrial Statistics
Office Technology
Industrial First Aid

Companies That Participate in Our Programs

Alcoa
Blue Cross/Blue Shield
Bulk-Pack, Inc.
Cigna
City of Denison
City of Sherman
Denison Foundries
Fisher Controls Company
Folgers Coffee Company
General Cable Company
Johnson & Johnson
Kaiser Aluminum
Kraft Foods, Inc.
Kwikset
Libbey-Owens Ford Company
Nabisco Brands, Inc.
Oscar Mayer Foods Corp.
Pillsbury Company
Precision Specialties, Inc.
Reedrill, Inc.
Safeway Stores, Inc.
Sherman Foundry Company
Southwestern Bell
Sonoco
Super Sack
Texas Instruments, Inc.
Texas Utilities
Voluntary Purchase Groups

For more information:
GCC Office of Continuing Education
(903) 463-8653
or
GCC Corporate Services
(903) 786-6271

Ing. Romela de la Garza S.
Directo

SCHEDULE OF COURSES

NOTES

NATIONAL COLLEGE FOR PROFESSIONAL TECHNICAL EDUCATION

CONALEP

CENTER FOR ASSISTANCE AND TECHNOLOGICAL SERVICES
CD. JUAREZ, CHIH.

ADDRESS
AV. PARQUE INDUSTRIAL LOS AZTECAS # 2220
PARQUE INDUSTRIAL LOS AZTECAS
TELS. 20-41-54, 20-41-55 Y 20-41-56
CD. JUAREZ, CHIH.

C.A.S.T. SERVICES

DESIGN AND INFORMATICS

CAD/CAM/CIM
AUTOCAD
SIMULATION OF MANUFACTURING PROCESSES
FLEXIBLE MANUFACTURING SYSTEMS
COMPUTER REPAIR
PROGRAMMING
TECHNICAL ENGLISH
DBMS (DATA BASE MANAGEMENT SYSTEMS)

METROLOGY AND MATERIALS TESTING

INSTRUMENT CALIBRATION
ADVANCED METROLOGY
CMM (COORDINATED MEASURING MACHINE)
DIMENSIONING AND TOLERANCING
- BASIC
- INTERMEDIATE
- ADVANCED

OPTOMECANICAL METROLOGY

CNC-CAM

PROCESS AUTOMATION
- PROCESS INSPECTION
- MATERIALS HANDLING
- METROLOGY

MACHINE VISION
ADVANCE HYDRAULICS AND PNEUMATICS
S.M.E.D. SYSTEMS

DIGITAL ELECTRONICS

INSTRUMENT CALIBRATION
DIGITAL INSTRUMENTATION
PLC

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INDUSTRIAL MACHINING

MECHANICAL DESIGN
TOOL DESIGN
MOLD REPAIR
SPC
HEAT TREATMENT
FORM GRINDING TECHNOLOGY
E.D.M.
INDUSTRIAL SAFETY
HARDNESS TESTING
SHOP DESIGN

HEATING VENTILATION AND AIR CONDITIONING

INSTALLATION
TROUBLE SHOOTING AND PREVENTIVE MAINTENANCE
PREVENTIVE MAINTENANCE
CAPACITY DESIGN FOR HVAC
PREVENTIVE AND CORRECTIVE MAINTENANCE OF SYSTEMS AGAINST FIRES

ENVIRONMENT CONTROL

WATER / NOISE / AIR / TOXIC RESIDUES

PLANT MAINTENANCE

SUB-STATION: INSTALLATION
PREVENTIVE AND CORRECTIVE MAINTENANCE
GENERATOR: MAINTENANCE AND REPARATION
COMPRESSOR

PLASTICS TECHNOLOGY

INJECTION PROCESS
EXTRUSION PROCESS
COMPRESSION PROCESS
THERMOFORMING PROCESS

ELECTRICITY AND ELECTRONICS

INSTRUMENT AND CALIBRATION
INTEGRATED CIRCUITS
MICROPROCESSORS

WELDING

MAINTENANCE AND REPAIR WELDING
MANUFACTURING WELDING
ADVANCED CUTTING SYSTEMS

SMALL BUSINESS INCUBATOR

ADMINISTRATIVE TECHNOLOGY

SINGLE MINUTE EXCHANGE DIES (SMED)
FLEXIBLE MANUFACTURING SYSTEMS (FMS)
SYNCHRONOUS MANUFACTURING
POKA-YOKE
LEAD TIME REDUCTION (LTR)
VARIATION REDUCTION (VR)
TOTAL QUALITY MANAGMENT (TQM)
RESTRICTION ANALYSIS
TOTAL PREVENTIVE MAINTENANCE (TPM)
ISO 9000
QUALITY TEAMS

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INFORMATION SERVICES

NCTC's SBDC has access to a wide range of *information*—a commodity that can provide you with the extra advantage needed in today's intensely competitive business environment. You can learn more about such topics as:

- Government contracting
- Technology & patent assistance
- International trade
- Texas One

CONTACT US TODAY!

Why wait? Contact one of the three locations listed below to learn more about the free programs and services available through North Central Texas College's SBDC*. To assure quality time, please schedule your appointment for counseling services.

Main Campus – Gainesville
Small Business Development Center
NCTC
M.J. Cox Academic Center, Room 354
1525 W. California • Gainesville, TX 76240
817-668-4220 • 1-800-351-7232

Denton Office
SBDC – NCTC/Denton
Denton Chamber of Commerce
414 Parkway • Denton, TX 76201
817-380-1849

Lewisville Office
SBDC – NCTC/Lewisville
189 Elm Street • Lewisville, TX 75057
214-420-0089

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* *The North Texas SBDC is partially funded under Cooperative Agreement No. SB-M-00129-08 by the U.S. Small Business Administration. The support given by the U.S. SBA through such funding does not constitute an express or implied endorsement of any of the cosponsor(s) or participants' opinions, findings, conclusions, recommendations, products or services. NCTC is an Equal Opportunity/Affirmative Action employer and service provider. Special arrangements for handicapped persons are available upon request.*

SBDC

NORTH CENTRAL TEXAS COLLEGE
SMALL BUSINESS DEVELOPMENT CENTER
1525 W. CALIFORNIA
GAINESVILLE, TX 76240-4699

Entrepreneur Assistance...

STARTING
FINANCING
MANAGING
MARKETING

YOUR SMALL BUSINESS

NORTH CENTRAL TEXAS COLLEGE

Small Business Development Center

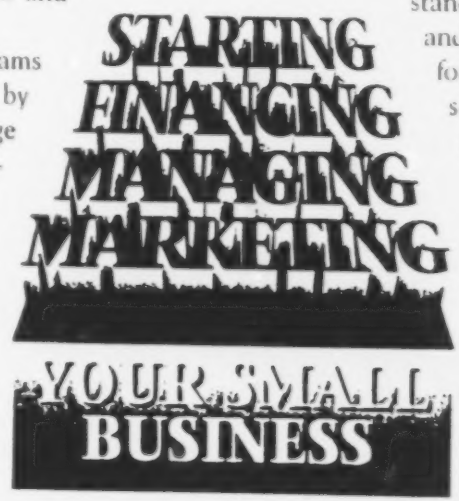
SBDC

Serving Employers In:
COOKE • DENTON & MONTAGUE COUNTIES

PURPOSE

The North Central Texas College Small Business Development Center is a nonprofit professional counseling service which provides a wide range of services to owners and managers of small businesses, as well as to area entrepreneurs who may be in the planning stage for a new business start-up. SBDC exists to provide the kinds of practical assistance needed by owners/managers to make their businesses survive, grow and prosper.

SBDC services and programs are sponsored and funded by North Central Texas College and U.S. Small Business Administration. NCTC's center in Denton is also supported by the Economic Development Division of the Denton Chamber of Commerce.



INDIVIDUAL COUNSELING

SBDC staff members provide *free, one-on-one counseling* to present and prospective business owners/managers. In your first meeting, a counselor will help you assess your business. Together, you may explore your needs relative to:

- Business plan preparation
- Business development
- Sources of financing
- Management techniques
- Employee education & training
- Regulations & recordkeeping
- Advertising & marketing
- Strategic planning

The professional focus is on *individual* counseling. This allows you to receive training in sound management techniques throughout the counseling process. *Together*, you and your counselor design a plan of action. Further discussion and/or on-site visits by your counselor help you refine your plans and formulate a sound, sensible strategy for achieving them.

The SBDC staff subscribes to the highest standards of professional conduct, and you can be assured that all information shared in these counseling sessions will be kept strictly confidential.

TRAINING PROGRAMS

In addition to one-on-one counseling services, the SBDC offers numerous workshops, seminars and training programs geared to the needs of small business.

The list of topics is varied, ranging from start-up information, advertising/promotion and customer relations to more advanced topics such as taxes, quality control and exporting.

Programs are offered at no cost or at a nominal fee. Requests are welcomed from businesses to develop workshops and training programs on specialized topics. (*Refer to section on customized training programs for business and industry.*)

Continued on other side:

NCTC recognizes that training needs are often company-specific. Our Business & Industry Training Team can help you to pinpoint your firm's exact training goals and develop courses that are practical, applicable and pertinent to specific job situations in such areas as:

- Supervision & management
- Improving customer relations
- Records management
- Teamwork & problem solving
- Total quality management principles
- Written & oral communications
- Computer applications
- Statistical process control
- Basic literacy skills

And that's just the beginning! With sufficient enrollment, these types of courses can even be taught "on-site" in your company facilities for the added convenience of both you and your employees. NCTC is proud of its proven track record in this area, and we're eager to add your company to our growing list of satisfied clients.

But What About Cost? Because NCTC is a public, nonprofit, state-supported educational institution, pricing of business and industry is based on a break-even delivery system. In other words, fees charged for training programs cover only the actual cost incurred by NCTC for their delivery. Some costs may be offset by state funding received by NCTC for certain non-credit, adult vocational courses, so actual prices charged to a company may be remarkably low. There also may be training grants available through the Texas Department of Commerce.

To learn more, contact: **Linda Mast, Dean of Continuing Education, NCTC–Cooke County Campus, Gainesville, 817/668-4272; Rusty Waller, Dean, NCTC–Denton County Campuses, Lewisville, 214/420-0089.**

Business & Industry & SBDC Training is offered in cooperation with the Denton Chamber of Commerce and the Denton NCTC Technical & Occupational Education Council, which includes NCTC, the University of North Texas, Texas Woman's University, Denton ISD, Lewisville ISD, Denton Chamber of Commerce, City of Denton, North Texas Education & Training Corporation, Inc. and many other business and industry representatives.

CUSTOM TRAINING FOR BUSINESS & INDUSTRY

To learn more about how we can help develop a workforce training program for your company, contact: Linda Mast, Dean of Continuing Education, North Central Texas College main campus in Gainesville, 817/668-4272; or Rusty Waller, Dean, NCTC–Denton Campuses, Lewisville, 214/420-0089.

SBDC INFORMATION SERVICES

NCTC's SBDC has access to a wide range of *information*—a commodity that can provide you with the extra advantage needed in today's intensely competitive business environment. Learn more about:

- Government contracting
- Technology & patent assistance
- International trade
- The Texas Marketplace & much, much more!

CONTACT US TODAY!

Why wait? Contact one of the three locations listed below to learn more about the free programs and services available. To assure quality time, please schedule your appointment for counseling services.

North Central Texas College SBDC
M.J. Cox Academic Center, Room 354
1525 W. California • Gainesville, TX 76240
817-668-4220 • 1-800-351-7232

SBDC – NCTC/Denton
Denton Chamber of Commerce
414 Parkway • Denton, TX 76201 • 817-380-1849

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NORTH CENTRAL TEXAS COLLEGE

NCTC

DIVISION OF CONTINUING EDUCATION,
& SMALL BUSINESS DEVELOPMENT CENTER
1525 W. CALIFORNIA
GAINESVILLE, TX 76240-4699

BEST COPY AVAILABLE

A Powerful Team For Workforce Education

CUSTOM TRAINING

FOR BUSINESS & INDUSTRY

NORTH CENTRAL TEXAS COLLEGE
Division Of Continuing Education
&
Small Business Development Center

SBDC

Serving Employers In:
COOKE • DENTON • MONTAGUE COUNTIES

TRAINING TAILORED TO YOUR SPECIFIC NEEDS

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- Records management
- Teamwork & problem solving
- Total quality management principles
- Written & oral communications
- Computer applications
- Statistical process control
- Basic literacy skills
- CPR & first aid

ON-SITE TRAINING IS AVAILABLE

With sufficient enrollment, these types of courses can even be taught "on-site" in your company facilities for the added convenience of both you and your employees. NCTC's Division of Continuing Education is proud of its proven track record for delivering quality customized training programs of this type. We're eager to add your company to the growing list of satisfied clients with whom we've joined forces to meet specific workforce education needs.

NCTC Continuing Education & SBDC will join forces with your firm to meet your unique workforce training needs —today and into the future.

IT'S EASY TO PUT OUR TEAM TO WORK FOR YOU

All you have to do is contact us. After receiving your inquiry, NCTC's Business & Industry Training Team will arrange to meet with you personally to help assess your firm's specific needs and exact training goals. You'll then be directly involved in the development of company-specific training programs and materials that will be practical, applicable and relevant to specific job situations.

Once set into motion, training programs are monitored closely, and follow-up evaluation of the instruction and program content is used to maintain instructional quality, to assure that training is kept current and relevant to company needs and to foster continual improvement.

BUT WHAT ABOUT COST?

Because NCTC is a public, nonprofit, state-supported educational institution, pricing of business & industry training is based on a break-even delivery system. That is, fees charged for training programs cover only the actual cost incurred by NCTC for their delivery. Some costs may be offset by state funding received by NCTC for certain non-credit, adult vocational courses, *so actual prices charged to a company may be remarkably low*. There also may be training grants available through the Texas Department of Commerce.

Continued on other side:

STARTING
FINANCING
MANAGING
MARKETING
YOUR SMALL
BUSINESS

SBDC SERVICES

The North Central Texas College Small Business Development Center is a nonprofit professional counseling service that provides a wide range of services to owners and managers of small businesses, as well as to entrepreneurs who are in the planning stage for a new business start-up. SBDC provides the practical assistance needed to make businesses survive, grow and prosper.

SBDC services and programs are sponsored and funded by North Central Texas College and the U.S. Small Business Administration, and NCTC's center in Denton is also supported by the Economic Development Division of the Denton Chamber of Commerce.

INDIVIDUAL COUNSELING

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- Business plan preparation
- Business development & sources of financing
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- Advertising & marketing

The professional focus is on *individual* counseling. This allows you to receive training in sound management techniques throughout the counseling process. *Together*, you and your counselor design a plan of action. Further discussion and/or on-site visits by your counselor help you refine your plans and formulate a sound, sensible strategy for achieving them.

TRAINING PROGRAMS

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The list of topics is varied, ranging from start-up information and advertising/promotion to more advanced topics such as taxes and quality control. Requests to develop workshops and training programs on specialized topics are welcomed. Programs are offered at no cost or at a nominal fee.

More on other side:

Keeping Current

Keep pace with the fast-changing, competitive business environment.

Power-Packed Seminars and Workshops

October • November • December 1994

RICHLAND COLLEGE
Business & Industry Services

95

RICHLAND COLLEGE
DALLAS COUNTY COMMUNITY COLLEGE DISTRICT
Teaching. Learning. Community Building
12800 Abrams Road, Dallas, Texas 75243-2199

Educational opportunities are offered by the Dallas County Community College District without regard to race, color, age, national origin, religion, sex, or handicap.

NON-PROFIT ORG.
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PAID
DALLAS, TX
PERMIT NO. 1694

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Series Opener Special

The first three registrants for any program will receive a certificate entitling them to a $50 credit toward a second seminar in this series or any course in the extensive offerings found in our current Continuing Education catalog.

- Each of the seminars is self-contained.
- Registration fee includes breaks and lunch.
- Certificates of completion will be awarded to all participants.

LEADERSHIP · QUALITY · TECHNOLOGY

Training for Today

It should have been done yesterday
but today is here,
and tomorrow is too late.

Introducing

· Keeping Current ·

Short Programs To Keep You Competitive

A high performance workplace is critical to companies and organizations intent on successfully competing in a world economy. In the search for a performance advantage, look to Richland College as a strategic ally. Richland College provides the latest in educational technology, programs, facilities, and services to meet training and educational needs.

Richland College provides training in a variety of ways–through regular classroom structure, half day seminars, two- and three-day workshops, consortia that permit a group of businesses to share training costs, and customized training developed to meet your organization's unique needs. There are also action-packed seminars addressing current issues and special topics in all quality areas.

Satisfaction guaranteed: If our training is not what you expected, we'll give you a discount voucher for another continuing education course of your choice.

Business and Industry Services

Richland College Business and Industry Services is seeking partnership arrangements with local companies. Business and Industry Services provides training for business, industry, government, and professional associations on campus, at the Richland Annex training center, or on-location at your company.

Existing courses can be tailored or custom designed to meet your company's specific needs. Courses can be presented as flexible entry, with a condensed schedule (start when you want to), and with modified content and length. Selected topics can also be presented as short seminars.

Conversion training for a software packages can be done quickly with a one-, two-, or three-day seminar. Richland can also modify credit courses into smaller blocks to fit into your schedule.

Call John Smith or Rebecca Farrow at 234-6478 and let us bring you your training information packet.

Telecommunications

Personal Communications Systems

Description:

This program is designed for persons whose responsibilities are strategically linked to communications systems within their work environment. Participants will explore the concepts underlying Personal Communications Systems technology and the issues surrounding its development and management. They will examine how PCS supports the infrastructures in place, how they transform the network to distribute to end users, via wireless means, telephone service, paging services and facsimile. This high-level presentation will cover the PCS system architecture, authentication issues, regulatory issues, and handover procedures. CEU: 1.4

Topics:

- Main PCS Features
- PCS Telephony Service
- PCS System Advantages
- Subsystem Functions and Products
- Authentication Issues
- Short Message Services
- Mobility Card
- Cellular Generic Architecture
- Mobile Trends
- PCS System Interfaces
- Handover Procedures
- Mobility Management
- Regulatory Issues
- Market Analysis
- PCS Product Service Analysis

Course No: 800845.951.400

Date: Friday & Saturday, September 31 - October 1

Times:		
	8:30 - 9:00 a.m.	Registration
	9:00 a.m. - noon	Morning Session
	noon - 1:00p.m.	Lunch
	1:00 - 5:00 p.m.	Afternoon Session

Location: Harvey Hotel, Dallas

Fee: $195

Instructor: Kathryn Gardner, MCI Corporation, Technical Training Instructor, National Technical Training Center. Kathryn holds a B.S. from Indiana State University and has had extensive "hands-on" experience from the cabling level up. She has been a test center manager and maintenance manager and her expertise covers all areas of Personal Communications Systems as well as light wave transmission and SONET.

Workplace Literacy

Essential Skills in the Workplace

Challenges of Implementing Quality and Technical Training programs --

Workplace Basic Skills

Whether prompted by issues of quality or technology, companies often face difficulties transforming into high-performance work teams. Those problems **appear** to be associated with:

- installation of complicated, technical equipment
- employees unable to understand new technology or technical training
- high school/college graduates unprepared for the workplace
- employees resistant to change or exhibiting "bad attitudes"
- changing demographics of the work force

The **real** problem in most cases, however, can be traced to **inadequate basic skills.** Basic skills are essential building blocks for employee training. Unfortunately, most workplace training programs incorrectly assume employee mastery of basic skills. Basic skills training is needed as a foundation for all other job training and to help employees understand how they impact corporate quality and productivity.

Richland College provides basic skills training utilizing a **job skills enhancement process** customized to meet your company's objectives. Our unique strategy is based on the premise that all employees need to master the foundational skills of reading, writing, computation, speaking and listening. They need critical thinking skills to empower them for creative problem-solving, decision-making and teamwork. Your return on your investment will be your employees' ability to successfully implement quality programs and other initiatives driven by improved performance. Results include improved productivity, increased quality, reduced operating costs, reduced waste and rework, increased employee morale and self-esteem, and reduced employee turnover.

For more information on training opportunities in this area, contact Fran Peterson at 234-6478.

Time Management and Goal Setting

Description:

Time management is much more than simple "calendar management." It involves effective goal setting, accurate planning, and the ability to overcome unexpected problems. Students will learn what time management really means, the three best ways to make use of time, how to defeat procrastination, and much more. Taking a hands-on, practical approach to the subject, this workshop enables participants to walk away with a new understanding of the time allotted to them and how to manage it properly.
CEU: 1.2

Topics:

- 7 myths about time management
- 8 time savers
- Learning how to say "no"
- 3 best ways to make use of time
- 6 steps for effective time management
- Making decisions under pressure
- Secrets for self-motivation
- Overcoming paper problems
- Organization tips
- Overcoming procrastination

Course No: 800231.951.400

Date: Friday and Saturday, October 21 & 22

Time:		
	8:30 - 9:00 a.m.	Registration
	9:00 a.m. - noon	Morning Session
	noon - 1:00 p.m.	Lunch
	1:00 - 4:00 p.m.	Afternoon Session

Location: Harvey Hotel, Dallas

Fee: $155

Instructor: Steven Stovall is president of The Stovall Group. His clients include small, growth-oriented businesses and *Fortune 500* companies.

Steven holds an MBA and a BBA in human resource management from East Texas State University and graduated with Academic Distinction. He is also accredited by the Personnel Accreditation Institute and is a certified Professional in Human Resources (PHR).

His recent book, *A Dictionary of Contemporary American Business Terms*, has been very successful here and abroad. He is also editor of *Customer Service Report*, an international bimonthly newsletter devoted to improving customer service in American companies.

Doing Business in Mexico

Description:

The passage of NAFTA ushers in a new era of trade and commerce in this expanding market of 85 million people. Mexico is seen as a stable economic power and investments are flowing across her borders. Profitable opportunities exist for those businesses and entrepreneurs who respond quickly and with knowledge of the market and people.

In these seminars, participants will gain insight into the techniques of "Doing Business in Mexico." These include the criteria to determine whether trade with Mexico will benefit your firm, the opportunities for investment, techniques for negotiating, an approach to banking and legal processes, how to access business information, and interpreting management styles and business customs. CEU: 0.6

Topics:

- NAFTA - What is it!
- Implications of NAFTA for the Dallas/Fort Worth Businesses
- Investment Opportunities
- Business Life and Customs in Mexico
- Mexican Culture and Management Styles
- Approaches to Business in Mexico
- The Banking and Legal System.
- Business Information Resources

Course No: 067880.951.400

Date: Friday, October 7

Time:		
	8:30 - 9:00 a.m.	Registration
	9:00 a.m. - noon	Morning Session
	noon - 1:00 p.m.	Lunch
	1:00 - 4:00 p.m.	Afternoon Session

Location: Richland College Annex 108

Fee: $95

Instructor: Michael Rodman lived and worked in Mexico for three years. He served on the Board of Directors of three Mexican Companies and is now a consultant with international firms.

BEST COPY AVAILABLE

❑ Appendix C

North Lake College - Management Materials

© Texas Community & Technical College Workforce Education Consortium

NORTH LAKE COLLEGE/[COMPANY] SKILLS DEVELOPMENT PROGRAM

FACT SHEET

WHAT IS IT?

-- An important BENEFIT [COMPANY] offers regular full-time employees;
-- An OPPORTUNITY to develop essential communication and math skills important on your job and in other aspects of your life;
-- An ORGANIZED, INDIVIDUALIZED, and CONFIDENTIAL process of
ANALYZING job-related skills;
ASSESSING employees' skills,
ADVISING employees of skills development needs,
COMMITTING to a voluntary instructional agreement with each participant;
DESIGNING and DELIVERING individualized and work-related instruction (classes, computer-assisted learning, instructional counseling, tutoring) as needed;
EVALUATING skills development of participants and success of program.

WHO IS INVOLVED?

-- [COMPANY] REGULAR FULL-TIME EMPLOYEES across the Irving site;
-- VOLUNTARY participation in assessments/advising, classes, computer-assisted learning, and tutoring as needed/recommended;
-- Staffed by NORTH LAKE COLLEGE WORKFORCE EDUCATION SPECIALISTS:
Jacqueline Maki (Program Director), ext. 7503, 659-5391;
Mary Ann Fitzsimmons (Instructor), ext. 7218, 659-5197;
Dianne Orfanos (Instructor), ext. 7218, 659-5187;
Helen Warren (Instructor), ext. 7218, 659-5168;
Gabriel Johnson (Dept. Asst.), ext. 659-5168;
Additional part-time instructors and tutors;
-- Supported by [COMPANY] TRAINING REPRESENTATIVES, SUPERVISORS, and MANAGERS, including site facilitator:
xxxxxx xxxxxx ([COMPANY] Training Rep.), ext. XXXX.

WHEN IS IT?

-- A continuing program with periodic ASSESSMENT and ADVISING opportunities and CLASSES beginning approximately every 4 weeks;
-- Instruction scheduled ON WORK TIME at various hours throughout the day and week (currently, 7-8:15 AM, 2:15-3:30 PM, & 3:45-5 PM; 1-1/4 hrs/day, M-Th).

WHERE IS IT?

-- IRVING SITE of [COMPANY];
-- Classes and skills lab in LC-5;
-- SDP Learning Ctr. with computer-assisted instruction in LC-5;
-- Other support services at NORTH LAKE COLLEGE.

WHY?

-- IMPROVE language and math skill levels, job performance, and self-esteem;
-- ENHANCE readiness for further training and education;
-- PROGRESS toward [COMPANY's] goal of "Total Customer Satisfaction."

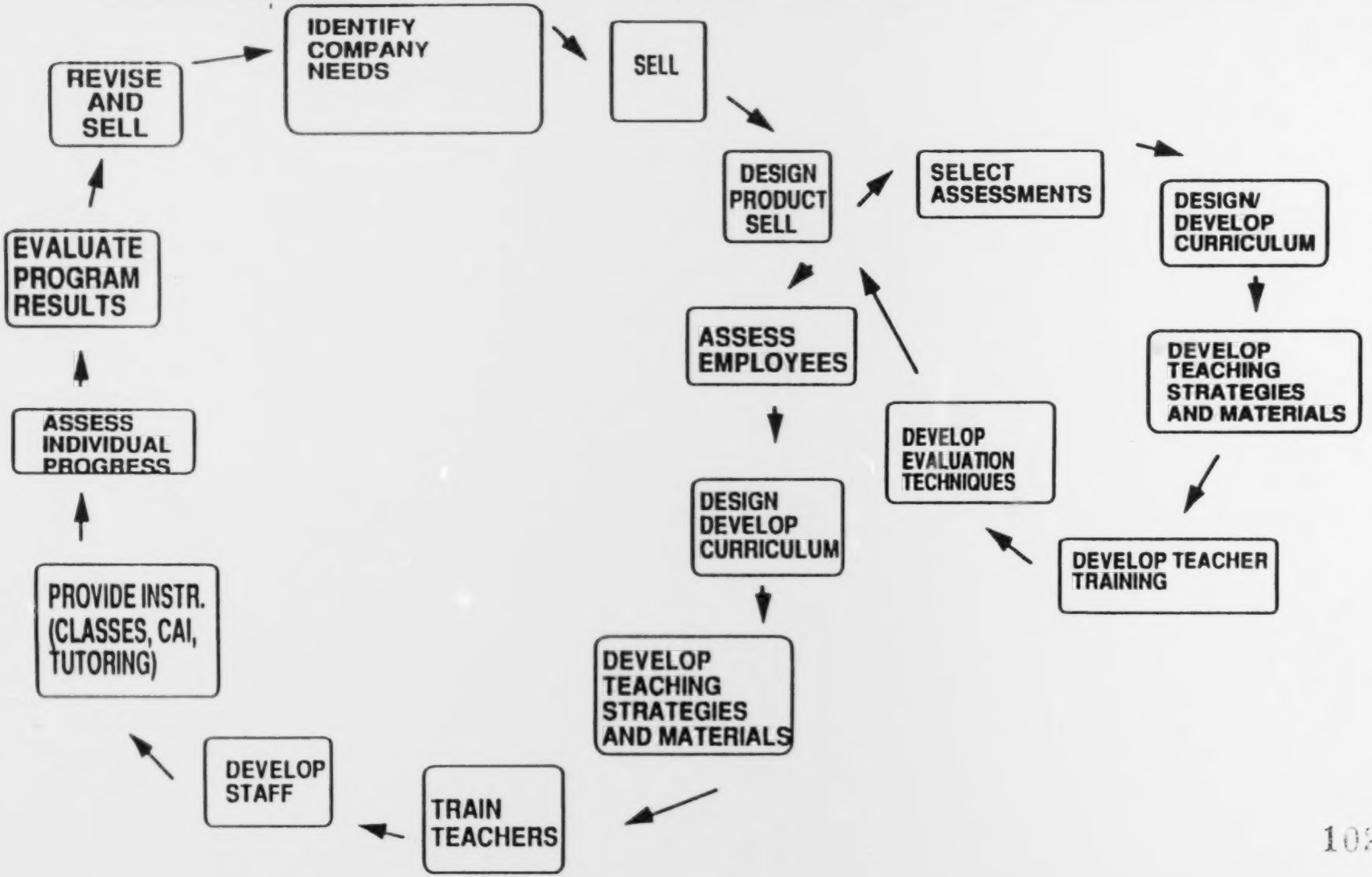
CONTACT

XXXXX XXXXXXXX
Training Rep.
[COMPANY]
XXX-XXXX

Jacqueline R. Maki
Dean, Workforce Development
& Training; SDP Director
518-7503, 659-5391

(jrm/041095)

DYNAMIC PARTNERSHIP PROCESS



NORTHLAKE COLLEGE/ABBOTT LABS
SKILLS DEVELOPMENT PROGRAM
(3/27/92)

THE NLC/ABBOTT SKILLS DEVELOPMENT PROGRAM

PROCESS OUTLINE

Information and motivation -- managers, supervisors, and employees

Identification of potential participant groups

Initial skills assessments -- language skills & math (norm-based Michigan/TABE; competency-based math)

Interpretation of assessment results

Individual advising/recommendations for instruction -- (beginning of Individualized Learning Plan)

Notification of managers/supervisors to request released time from work for class participation (5-week or 3-week sessions)

Skills Development Analyses (SDAs) on representative jobs (to determine needed math, communications, and problem-solving skills related to job performance)

Curriculum development from SDAs (on-going)

Teacher selection and on-going staff development

Scheduling of classes, rooms, teachers

Invitation of employees to specific classes, with supervisors' approval for scheduling

Enrollment and participant orientation to SDP format and instruction

Classes, computer-assisted learning, tutoring, counseling (continuing development/completion of Learning Plans)

On-going assessment of participant skills development

Concluding skills evaluations upon completion of skills groups

Recognition -- Continuing Education certification, in-class activities, program activities

Referral and recommendation for further instruction and/or training

Program evaluation and reporting -- Abbott, NLC/DCCCD, USDofE, public

(jrm/100792)

UNIT: _____ **SUPERVISOR:** _____

NORTH LAKE COLLEGE WORKFORCE DEVELOPMENT & TRAINING
PRODUCTIVITY QUESTIONNAIRE FOR SUPERVISORS*
(* with at least 20% employees significantly involved in SDP)

As part of your company's commitment to evaluate productivity outcomes possibly associated with Skills Development Program training, please complete this brief questionnaire and return it by _____, to

Jackie Maki, SDP, MS ___.

Please answer the questions below in relation to changes that may have occurred in your department **since employees initially became involved in the Skills Development Program.**

		YES	NO	DOES NOT APPLY
1.	Overall, has your area met or exceeded its **production schedule**?	____	____	____
	If "NO," possible cause(s)? _____			
2.	Overall, has your area had **fewer reworks**?	____	____	____
	If "NO," possible cause(s)? _____			
3.	Overall, has your area achieved a **reduction in cycle time**?	____	____	____
	If "NO," possible cause(s)? _____			
4.	Overall, has your department's **FPA rate increased**?	____	____	____
	If "NO," possible cause(s)? _____			
5.	Have **work habits** in your department improved (such as attendance, punctuality, safety, and GMP)?	____	____	____
	If "NO," possible cause(s)? _____			
6.	Have you observed any other **process improvements** in your area as a result of ECRs, employee suggestion program, or other employee recommendations?	____	____	____
	If "NO," possible cause(s)? _____			

COMMENTS:

_____

_____

THANK YOU FOR YOUR COOPERATION AND INFORMATION!

NORTH LAKE COLLEGE WORKFORCE DEVELOPMENT & TRAINING
EMPLOYEE SELF-EVALUATION QUESTIONNAIRE

UNIT: _____ EMPLOYEE: _____

To help us evaluate the results of training offered through the Skills Development Program, please answer the questions below and return this form by _____, to

Jackie Maki, SDP, MS _____.

Has your involvement in Skills Development Program classes helped you perform better in any of the following areas?

	YES	NO	DOES NOT APPLY
1. Listening to and speaking with co-workers and supervisors?	____	____	____
2. Reading and using information from MIs, OPs, memos, or other documents?	____	____	____
3. Completing forms, making lists, or writing reports?	____	____	____
4. Calculating and using numbers (as in tolerances, measurements, charts, or graphs)?	____	____	____
5. Working with team members to solve problems?	____	____	____
6. Preparing for other company training?	____	____	____
7. Gaining or maintaining job qualification status?	____	____	____
8. Developing your self-confidence?	____	____	____

COMMENTS:

_____

_____

_____

_____

THANK YOU FOR PARTICIPATING IN SDP AND IN THIS EVALUATION!!!

NLC/[COMPANY] SKILLS DEVELOPMENT PROGRAM
INSTRUCTOR EVALUATION OF TRAINING -- SESSION 1995-3

INSTRUCTOR/FACILITATOR: _____ DATES: _____

CLASS: _____ TIMES: _____

I. Was the instructional format/environment effective? Why/why not? What recommendations would you make?

II. Did the instructional objectives meet participants' needs? On what do you base your opinion?

III. Evaluate instructional materials used. What additional materials would you recommend? What was especially effective and what was not?

IV. Describe and evaluate specific learning activities. Which activities were effective and enjoyable for participants? Which were not? How would you modify activities next time for better results?

V. What additional recommendations could you make to improve our program's instructional effectiveness?

Instructor/Facilitator Signature: _____ Date: _____

jrm/040395

NLC/[COMPANY] SKILLS DEVELOPMENT PROGRAM
PRE-CLASS PARTICIPANT SURVEY -- APRIL/MAY 1995 (SESSION 1995-4)

CLASS: _____ TIME: _____

NAME: _____ JOB TITLE: _____ WORK PHONE: _____

OPERATIONS UNIT: _____ SUPERVISOR: _____

Please answer these questions to help set goals for this class. Thanks!

1. What was the most important reason you volunteered for this training?

_____

2. What was the second most important reason you volunteered for this training?

_____

3. What do you expect to learn in this class?

Communication skills (reading, writing, speaking, listening, critical thinking, problem-solving, etc.):

_____

_____

Number, calculation, and math skills: _____

_____

_____

4. Do you see any change in your work performance in the past 6 months? What is it?

_____

5. What is one specific work-related goal you have set for yourself in the next 6 months? (If you haven't set one yet, please do so.)

_____

6. What other work-related training have you had in the past 6 months? (Give examples, if any.)

_____

7. What other work-related training do you expect to have in the next 6 months? (Give examples, if any.)

_____

8. In what ways do you think this class could help you on your job?

_____

jrm/040795

NLC/[COMPANY] SKILLS DEVELOPMENT PROGRAM
1995-3 PARTICIPANT EVALUATION -- MARCH/APRIL 1995

COURSE NAME: _____ MEETING TIME: _____

DATE: _____ INSTRUCTOR: _____

Please circle the item that best expresses your opinion.

	Disagree Strongly			Agree Strongly		Not Applicable
1. The objectives for this class were clear to me from the beginning.	1	2	3	4	5	NA
2. I was satisfied with what I learned in this class.	1	2	3	4	5	NA
3. The printed materials we used related directly to the objectives.	1	2	3	4	5	NA
4. The pre-test(s) helped me to see what I was going to learn in the class.	1	2	3	4	5	NA
5. The post-test(s) helped me to see what I did learn in the class.	1	2	3	4	5	NA
6. The things I learned relate directly to skills or information I can use on the job I do now.	1	2	3	4	5	NA
7. The things I learned might help me do another job later on.	1	2	3	4	5	NA
8. The things I learned might help me outside of work.	1	2	3	4	5	NA
9. The instructor showed consideration and respect for me.	1	2	3	4	5	NA
10. I thought the use of small-group instruction was very effective.	1	2	3	4	5	NA
11. I thought the individualized instruction was very effective.	1	2	3	4	5	NA

(continued on other side)

	Disagree Strongly				Agree Strongly	Not Applicable
12. The instructor was very knowledgeable about the information being taught.	1	2	3	4	5	NA
13. The instructor was prepared for each class activity.	1	2	3	4	5	NA
14. The instructor made a special effort to help each person learn the information.	1	2	3	4	5	NA
15. I would take a class from this instructor again.	1	2	3	4	5	NA
16. The instructor brought in materials as needed or requested.	1	2	3	4	5	NA
17. I would recommend this class and/or program to my co-workers.	1	2	3	4	5	NA

PLEASE CHECK ONE FOR EACH ITEM:

18. The length of the course (# of sessions) was

TOO LONG ____ TOO SHORT ____ JUST RIGHT ____ .

19. The number of pre-tests (if any) for this course was

TOO MANY ____ TOO FEW ____ JUST RIGHT ____ NA ____.

20. I would report to my supervisor/manager that this class was

HIGHLY BENEFICIAL ____ SOMEWHAT BENEFICIAL ____ A TOTAL WASTE OF TIME ____ .

21. This class will help improve my job performance or productivity

IMMEDIATELY ____ WITHIN 6 MONTHS ____ WITHIN 1 YEAR ____ AFTER AT LEAST A YEAR ____
NEVER ____

22. What did you like best about this class? _____

_____

23. What did you like least about this class? _____

_____

24. I would make the following suggestions to my instructor about his/her style or approach:

_____

25. What else could be done to improve the course or this program?

_____

(040395)

NLC/[COMPANY] SKILLS DEVELOPMENT PROGRAM
1995-3 PARTICIPANT EVALUATION -- MARCH/APRIL 1995

COURSE NAME: _____ MEETING TIME: _____

DATE: _____ INSTRUCTOR: _____

Please circle the item that best expresses your opinion.

	Disagree Strongly				Agree Strongly	Not Applic
1. The objectives for this class were clear to me from the beginning.	1	2	3	4	5	NA
2. I was satisfied with what I learned in this class.	1	2	3	4	5	NA
3. The printed materials we used related directly to the objectives.	1	2	3	4	5	NA
4. The pre-test(s) helped me to see what I was going to learn in the class.	1	2	3	4	5	NA
5. The post-test(s) helped me to see what I did learn in the class.	1	2	3	4	5	NA
6. The things I learned relate directly to skills or information I can use on the job I do now.	1	2	3	4	5	NA
7. The things I learned might help me do another job later on.	1	2	3	4	5	NA
8. The things I learned might help me outside of work.	1	2	3	4	5	NA
9. The instructor showed consideration and respect for me.	1	2	3	4	5	NA
10. I thought the use of small-group instruction was very effective.	1	2	3	4	5	NA
11. I thought the individualized instruction was very effective.	1	2	3	4	5	NA

(continued on other side)

	Disagree Strongly				Agree Strongly	Not Appli
12. The instructor was very knowledgeable about the information being taught.	1	2	3	4	5	NA
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15. I would take a class from this instructor again.	1	2	3	4	5	NA
16. The instructor brought in materials as needed or requested.	1	2	3	4	5	NA
17. I would recommend this class and/or program to my co-workers.	1	2	3	4	5	NA

PLEASE CHECK ONE FOR EACH ITEM:

18. The length of the course (# of sessions) was

TOO LONG ____ TOO SHORT ____ JUST RIGHT ____ .

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TOO MANY ____ TOO FEW ____ JUST RIGHT ____ NA __

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HIGHLY BENEFICIAL ____ SOMEWHAT BENEFICIAL ____ A TOTAL WASTE OF TIME ____

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IMMEDIATELY ____ WITHIN 6 MONTHS ____ WITHIN 1 YEAR ____ AFTER AT L A YEAR ___
NEVER ____

22. What did you like best about this class? _____

_____

23. What did you like least about this class? _____

_____

24. I would make the following suggestions to my instructor about his/her style or approach:

_____

25. What else could be done to improve the course or this program

(040395)

❑ Appendix D

Grayson College - Management Materials

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PROPOSAL

MANAGING CONFLICT

Provided to:
Johnson & Johnson Medical, Inc.

Instructor:	**Lisa Barnett**
Pilot Date:	**April 11, 1995**
Class Time:	**Dependant upon location**
Location:	**To be determined.**
Course Length:	**8 hours**
Class Maximum:	**20 participants for pilot.**
Course Cost:	**$60/classroom hour for Instruction (8 x $60 = $480)** **$100 Development fee (One time only)** **Instructional aids/supplies:** **$5.50 ea. Thomas Kilmann Conflict Mode** **$2.00 ea. bound booklet for participants**

SUBMITTED BY:

Grayson County College
Institute for Corporate Services
(903) 786-6271

Grayson County College
6101 Grayson Drive
Denison, Texas 75020

Workforce Development Programs

- Institute for Corporate Services
- Career Technologies
- Small Business Development Center

Grayson County College will take positive actions to ensure that all people regardless of race, creed, color, religion, national origin, age, sex or handicap are given opportunity of sharing in the educational, employment and business activities of the College.

05/1994

Grayson County College
Denison, Texas

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Recent changes in the nature of jobs, in the composition of the work force and in the competitiveness of the global economy are forcing companies to re-examine their training practices.

Grayson County College offers area businesses and industries the opportunity to train or re-train their employees in a program that the company themselves help structure. The community college's flexibility allows you and the school to design a program that will fit your needs with the assurance of receiving quality instruction which is cost-effective and convenient to you.

Opportunities in Workforce Education

Training & Education Support

- Set up turn-key courses
- Supply instructors
- Customize training to fit specific applications
- Contracted training at your business site
- Corporations with in-house training programs may "open" their classes to other organization participants to cut costs, help the class "make"

Our Place or Yours

- Classroom lecture and hands-on lab facilities
- Classes can be offered on a contract basis with flexible schedules
- Expanded human resource development and training options without adding training staff, facilities or equipment

In addition to the many already established academic and vocational programs, there are three helpful programs and services available. They are:

- Institute for Corporate Services
- Career Technologies
- Small Business Development Center

Institute For Corporate Services

The Institute for Corporate Services provides educational resources and services needed for economic and industrial development in the region. The Institute is specifically designed to provide special educational training programs to enhance employer and/or employee job performance and efficiency.

The Institute focuses on two service areas:
Economic Development Programs provide new and expanding industries with assistance in training employees either in a pre-employment format or on-the-job training. The Texas Department of Commerce, through the Texas Smart Jobs Fund, provides grants to Texas employers to assist in training their employees for high skill, high wage jobs. These funds have been appropriated to assist industries in establishing or expanding manufacturing facilities in Texas.

Business and Industry Training Programs provide both on- and off-campus programs for local business and industry. The program offers customization of courses to meet your needs, flexible delivery modes, flexible scheduling, and on-site student services such as registration, counseling, career development, testing, and financial assistance. Areas of training include:

- **General Management**
  - Communication Skills
  - Leadership Skills
- **Business and Management Technologies**
- **Quality and Productivity Improvement**
  - SPC
  - Total Quality Management
  - Self-Management Work Team Development
- **Computer Technologies**
- **Office Technology**
- **Industrial Technologies**
- **Work Force Literacy**

Contract Training

Grayson County College can meet your specific training needs!

- Classes Scheduled at your Convenience
- Significant Cost Savings
- Focus on Your Company's Needs
- Confidential Atmosphere
- Employee Development

Education/Training Opportunities

Literacy Testing/Development
Total Quality Management
EMT
Paramedic
Management & Leadership
Technical Writing
Computer Science
Communication Skills
Drafting
SPC
Train-the-Trainer
Industrial Start-Up
Worker Incentive Program
Team Management
Conflict Management
Quality Process Management
Managing Change
ISO 9000 Quality Assessment
Motivation
Negotiating Skills
Welding
Technical Writing
Blueprint Reading
Industrial Statistics
Office Technology
Industrial First Aid

Companies That Participate in Our Programs

Alcoa
Blue Cross/Blue Shield
Bulk-Pack, Inc.
Cigna
City of Denison
City of Sherman
Denison Foundries
Fisher Controls Company
Folgers Coffee Company
General Cable Company
Johnson & Johnson
Kaiser Aluminum
Kraft Foods, Inc.
Kwikset
Libbey-Owens Ford Company
Nabisco Brands, Inc.
Oscar Mayer Foods Corp.
Pillsbury Company
Precision Specialties, Inc.
Reedrill, Inc.
Safeway Stores, Inc.
Sherman Foundry Company
Southwestern Bell
Sonoco
Super Sack
Texas Instruments, Inc.
Texas Utilities
Voluntary Purchase Groups

For more information:
GCC Office of Continuing Education
(903) 463-8653
or
GCC Corporate Services
(903) 786-6271

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GRAYSON COUNTY COLLEGE
Institute for Corporate Services
(903) 786-6271
Education/Training

Work Force Literacy
- Testing
- English as Second Language
- Developmental Classes
- Individual Counseling

Business & Management
- Conflict Resolution
- Customer Service
- Diversity
- Effective Meetings
- Empowerment
- Goal Setting
- Interpersonal Communications
- Leadership
- Negotiation Skills
- Planning & Control
- Presentations
- Problem Solving
- Sexual Harassment
- Stress Management
- Team Building/Management
- Time Management
- TQM

Industrial Technology
- CAD
- Electrical Troubleshooting
- Machining
- Mechanical
- PLC
- SPC

Computer Education
- Microsoft Applications
- Word Perfect Applications
- Lotus 1-2-3
- Graphics
- dBase
- C Programming
- DOS
- Internet
- Desktop Publishing

GRAYSON COUNTY COLLEGE
INSTITUTE FOR CORPORATE SERVICES
(903) 786-6271
Education/Training

Work Force Literacy
- Testing
- English as Second Language
- Developmental Classes
- Individual Counseling

Business & Management
- Conflict Resolution
- Customer Service
- Diversity
- Effective Meetings
- Empowerment
- Goal Setting
- Interpersonal Communications
- Leadership
- Managing Change
- Negotiation Skills
- Planning & Control
- Presentations
- Problem Solving
- Records Management
- Sexual Harrassment
- Technical Writing
- Team Building/Management
- Time Management

Industrial Technology
- CAD
- Drafting
- Electrical Troubleshooting
- Electronics
- Just-in-Time
- Mechanical
- PLC
- SPC
- Technical Writing
- TQM
- Welding

Computer Education
- Microsoft Applications
- Word Perfect
- Lotus
- Harvard Graphics
- PC MS DOS
- dBase
- InterNet

Health/Social
- First Aid
- Industrial EMT
- Industral ECA
- ECA Refresher
- Industrial Firefighting
- Paramedic
- Paramedic Refresher
- Stress Management

Office Technology
- Accounting
- Bookkeeping
- Keyboarding
- Office Machines
- Shorthand

GRAYSON COUNTY COLLEGE

Institute for Corporate Services

- Presents -

Managing Change in the Workforce
April 6, 1995

WORKFORCE EDUCATION PARTNERSHIP

Working Together
for improved workforce performance
and efficiency!

April 6, 1995

11:30	**Lunch:** GCC Cafeteria
12:00	**Welcome** Inez Scott, Corporate Services Coordinator Grayson County College
12:05	**Managing Change in the Workforce** Darlene Davis
12:30	**Open Forum Discussion**
1:00	**Adjourn**

♣ ♣ ♣

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ABOUT THE SPEAKER

Darlene Davis is a Fellow with the International Association of Career Management Professionals. She holds a Bachelor's in Social Science from Marylhurst College and a Master's in Psychology and Counseling from Antioch University. She does extensive speaking on career/life transition issues, and has taught numerous classes in communication, career planning, and organizational transition at Oregon and Texas colleges.

Managing Change in the Workforce

In times past, the definition of management competence rested on specific management planning, scheduling and controlling techniques. Today, competence is based more on attitudes, approaches, philosophies, values and the ability to create improvements in health, innovation and productivity. A manager today plays on a different field and must manage in a different way. He or she must be a change manager, or a change leader.

Change leadership is not a skill reserved just for top management. As organizations struggle to respond to the pressures of competition (including the global business environment), you and your work team have to learn to move quickly to attain higher standards and increased productivity. Is this possible? In many organizations it is critical; for if you do not succeed, your organization may not survive.

"The present is a time of great entrepreneurial ferment, where old and staid institutions suddenly have to become very limber."
Peter Drucker

SUCCESSFUL ORGANIZATIONS ARE NOT DEAF, MUTE OR BLIND ABOUT THE FUTURE

♣ ♣ ♣

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Training available on-site or on campus. For more information contact Inez Scott, (903) 786-6271.

SUPERVISION SERIES

GRAYSON COUNTY COLLEGE
Institute for Corporate Services

Please indicate below 4 or 5 topics you feel should be the basics required for a **Supervisor's Training and Development** course of study. (X) Then, if you will, please rank the remaining topics in order of importance to your organization.

Introduction to Supervision
Principles of Leadership
Communication Skills
Problem Solving & Decision Making
Conflict Management
Negotiation Skills
Team Development and Management
Conducting Effective Meetings
Presentation Skills
Goal Setting
Coaching for Improved Performance
Time Management
Delegation
Employment Interviewing Skills
Legal Issues for Supervisors (Hiring/terminations, sexual harassment, etc.)
Performance Standards and Evaluations

Other Suggestions:_____

_____

Name:_____
Title: _____
Company:_____
Telephone:_____